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Working World

# The American Way of Life

TEACHER'S RESOURCE  
GUIDE

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Lawrence Senesh

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**The  
American  
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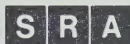
# The American Way of Life

## TEACHER'S RESOURCE GUIDE

**by Lawrence Senesh**

*Professor of Economics*

*University of Colorado*



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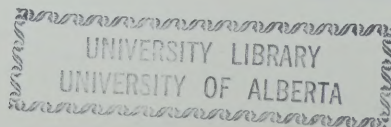
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Printed in the United States of America.

Grateful acknowledgement is made to the authors and publishers for permission to use the following materials:

Research, Time, and Spatial Orientations were adapted from the Appendix, written by Eunice Johns, and Dorothy McClure Fraser, which appears in the Thirty-third Yearbook of the National Council of Social Studies, *Skill Development in Social Studies*, edited by Helen McCracken Carpenter.

(Text acknowledgements continued on page 8.)



## A MESSAGE FROM THE AUTHOR

Who are the children in our schools? They are a boy from a Navaho reservation in Arizona; a black girl in Harlem; the son of a Cuban refugee in Miami; a boy from a ranch in Wyoming; a suburbanite's daughter in Deerfield, Illinois; a blue-collar worker's son in Detroit. They are all different. Yet they all have much in common. All are asking questions, the answers to which can affect the future of our nation profoundly.

They share an introspection.

Who am I? they ask. What kind of life shall I lead? What is my role in my family? in my school? in my community? What is my future and my relationship to the larger world?

A search for answers to these fundamental questions leads to a myriad of decisions they must consider as individuals in a free society. Their choices will affect our economic, social, and political systems—just as each boy and girl will be affected by these systems. Their careers, their happiness in future family relationships, and their effective participation as citizens hinge upon their capacity to make wise decisions.

Such decision-making leads our students to a series of even broader questions. How can I cope with the complexities of social change? What are the implications for each of us of technology's impact on society and the overriding concern for environmental quality? How can I cope with the problems of intolerance and indifference and develop a philosophy that respects the rights, privileges, and values of others? How can I work for the peaceful resolution of conflict? Each of these questions cries for a rational solution.

Our students' ability to see themselves in proper perspective to the world around them—their ability to develop the skills and attitudes to become captains of their fate—has extremely important implications for their entire educational careers. If motivated by the relevance of their experiences in school, they will more readily develop their talents and be more able to accept challenging roles in society.

OUR WORKING WORLD is an instrument attuned to these basic concerns.



## ACKNOWLEDGMENTS

This book is called *The American Way of Life*. I am sure that this title will conjure up many different images. Some will think that the author yearns for the past. Some will expect the book to be a political history of our country, written to indoctrinate students with patriotism. However, the intent of the book is neither so narrow nor so specialized. It is, instead, my purpose to present a rich and dynamic insight into American history. Indeed, my book has a message.

The American people have high ideals. These ideals were expressed by the Founding Fathers of the United States when they said:

We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

The Founding Fathers did not spell out an exact meaning for these ideals. In fact, it is my belief that for two hundred years Americans have been trying to discern the meaning of these ideals and to find ways to achieve them.

Think of these ideals in American life as you would think of the sun and the sky. When the sun appears, its light floods the sky

and the land with beautiful golden colors. But, sometimes, the sky becomes cloudy and storms lash the earth. Yet, somewhere behind the clouds, the sun is waiting to burst through. The ideals given us by the Founding Fathers are like the sun's rays. They offer us warmth, hope and beauty.

The many episodes of American history are like clouds in the sky. Some of them cover the sky, and people lose sight of their ideals for awhile. Others are like small, fluffy clouds which glide lightly across the blue without obscuring the golden rays. Still others are like rain clouds which help our nation grow and blossom, and which reward us with rainbows.

In my book I present to you and your students the ideals of our nation: life, liberty, and the pursuit of happiness. I want to show how we got these ideals. I want to show that our basic beliefs in the perfectability of man have given us the strength and hope to work for these ideals. They have shown us the course toward which we must move.

Untold numbers of episodes in our history have affected our journey through time and space. Some have caused us to drift away from our ideals. Others have brought us closer. Some episodes are small and without much effect. Others are large, with powerful effects. In this book I have brought together episodes of American history both big and small, both positive and negative—episodes which reflect economic, political, and cultural events.

It is my sincere conviction that so long as the American people are willing to change to meet the challenges offered by the advancement of science and technology and so long as they are

willing to use this advancement to further the ideals of life, liberty, and the pursuit of happiness, the American way of life will remain strong. But, like the sun on the horizon, our ideals are always beyond the reach of man. Ideals are high in the sky, and the distance must sometimes seem infinite. But, as the poet Robert Browning has written, "Ah, but man's reach should exceed his grasp,/Or what's a heaven for?"

It is my hope that your students will value the magnitude of our goals, that they will find it an exciting adventure to participate in contemporary society, and that they will understand that to become an American is a never-ending process.

I want to extend my thanks and deep appreciation to the people who have contributed to this volume—and to the OUR WORKING WORLD program—in many ways. Dr. Frederick E. Hovde, former President of Purdue University, and Dr. E. T. Weiler, former Dean of the Krannert Graduate School of Industrial Administration, encouraged me greatly during the development of the initial edition of my program. The Carnegie Corporation also gave me assistance at that time. Later on, the University of Colorado, and in particular, Dr. William E. Briggs, Dean of the College of Arts and Sciences, helped me continue the project and bring it to completion. Two other scholars at the University of Colorado—Dr. Donald Weatherly, Associate Professor of the Department of Psychology, and Dr. Joseph Lazar, Professor of the School of Business and Director of the Institute of Law and Society—enriched the program with contributions from their special fields.

The advisory board for OUR WORKING WORLD made many valuable suggestions during the blueprint stage of this volume. Dr. Ralph Tyler, the chairman of the board, deserves special acknowledgment for encouraging me to create a new blend of the social sciences disciplines in *The American Way of Life*. I am grateful also to the Elkhart public schools where my ideas were tested in classrooms by a dedicated group of teachers.

To my staff, very special thanks are due: Miss Johanna Schneider and Mrs. Mindella Schultz for the high quality of their historical research; Dr. Geraldine Bean, who assisted in the development of some of the Unit III chapters; Mr. William Kennedy, for two years my trusted co-worker who helped me on all phases of the book, research, writing and editorial work; Dr. John Cauley, the State University of Arizona at Tempe, who assisted in the development of games and simulations; and Miss Mary Ann Ganey, who worked untiringly on the editing of the Teacher's Guide. Special thanks are due also to Mr. Byron Riggan of Science Research Associates, who has done masterful editorial work on the manuscript, and whose patience and humor never failed even under extremely difficult circumstances. Finally, I owe thanks to my wife, Dorothy, who represents to me the best in *The American Way of Life*.

Lawrence Senesh  
Boulder, Colorado  
1972

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# INTRODUCTION

## Rationale

The OUR WORKING WORLD series has been carefully constructed to conform with a unique curriculum design developed by Professor Lawrence Senesh and a team of social scientists and educators with whom he has been closely associated. Aspects of the design are described here briefly. For a more detailed description read the rationale booklet associated with the project, *New Paths in Social Science Curriculum Design*.

OUR WORKING WORLD consists of a six-part series:

Level 1—*Families*

Level 2—*Neighborhoods*

Level 3—*Cities*

Level 4—*Regions of the United States*

Level 5—*The American Way of Life*

Level 6—*Regions of the World*

*The series is designed sequentially.* Courses build on preceding experiences. The levels of OUR WORKING WORLD relate to and build on each other in a number of ways. Themes move from level to level. For example, Level 1 introduces conflict resolution in terms of family conflicts. A new aspect of conflict resolution is included at each level. At Level 6, students investigate the concern for resolving international conflicts peacefully.

*The series uses the fundamental ideas of each of the social sciences: economics, sociology, political science, anthropology, social psychology, and law as it relates to the search for justice.* The ideas form a framework for the social science theory to which all OWW content is related. Increasingly sophisticated and complex ideas are introduced and reinforced at each succeeding level as the children's experiences grow in depth and complexity. Thus the program grows as a totality, as an organism grows. Professor Senesh calls this the *organic curriculum*.

*The interdisciplinary nature of this design calls for a careful interweaving of the social sciences.* Professor Senesh refers to

this as *orchestrating the curriculum*. Each discipline gets the opportunity to play the solo role in the "social science orchestra" when it is most appropriate. Other disciplines then play background roles. The interweaving continues as new topics and problems are introduced.

*The design of the materials utilizes systems orientation.* This is particularly true at Level 5, where the American social system is studied. At Levels 1, 2, 3, and 4 the systems approach is applied to families, neighborhoods, cities, and regions of the United States. At Level 6 it is applied to the world. In problem solving, systems analysis is extremely important. Students learn to view particular social phenomena and problems in relation to other phenomena and problems, not in isolation.

*All objectives are brought together within the program as a means for understanding social reality.* The materials do not shy away from the actual world, but rather use it as an integral part in the development of ideas related to social behavior. Students will meet many real people in their textbooks and in the stories, poems, and articles available as auxiliaries. They will compare situations of these people with their own situations and, in so doing, extend their experiences.

*The design encourages students to develop a problem-solving orientation.* Professor Senesh believes that children should be trained in their early years to identify themselves with society at large. He feels that the involvement of children with the problems of society develops their awareness as shareholders of a free society. Through OUR WORKING WORLD they will become involved personally with social problems. To become proficient in the use of analytic tools, students need to develop an efficient way to do research. They need to learn research skills and to adopt an attitude proper to inquiry. The orientations section of this introduction, pages 15 through 21, includes a detailed outline of expectations for the research presentation of OUR WORKING WORLD.

*The design recognizes the necessity to develop both time (history) and spatial (geography) orientations.* These begin with Level 1 and continue systematically through Level 6. In all cases

time and spatial understandings are enriched through the use of the social science disciplines. Performance criteria for time and spatial orientations for this level are outlined also (pages 19 through 21).

*The design is future-oriented.* The latest research in the social sciences and other disciplines has been used in the construction of the materials. Many of the articles in the text and in the auxiliaries have been written by specialists or in consultation with them. The most up-to-date findings at our command have been used.

*The design is community-oriented.* In OUR WORKING WORLD the community becomes a social laboratory. There are suggestions for activities that involve members of the family, the neighborhood, and the larger city—to take the program beyond the four walls of the classroom. Students can extend their experience as they see their environment as a microcosm of the larger world.

*The design facilitates opportunities for correlating other subject areas with social studies.* Some of the other subject areas that are linked with social studies are language arts, science, mathematics, and the creative arts. OWW contains a multiplicity of articles, stories, and poems. They are intended to provide a basis for the discovery of many new ideas within the patterns of the program. They also increase students' reading and listening skills, extend their vocabularies, and offer ways for verbalizing generalizations. Many other activities offer similar opportunities for the development of skill in mathematics, science, and the creative arts.

## Components of the Program

A complete set of instructional materials for OUR WORKING WORLD, *The American Way of Life*, includes this Teacher's Resource Guide; a hard-cover textbook and a soft-cover Problems Book for each student; a teacher's edition of the Problems Book;

and the *Social Science Satellite Kit*, a collection of historical source readings, mostly from original sources, which relate to the most important ideas in this course of study. Also provided is *New Paths in Social Science Curriculum Design*, a book that details the rationale of Professor Senesh's approach to OUR WORKING WORLD.

## TEACHER'S RESOURCE GUIDE

Since OUR WORKING WORLD is an activity-centered program, the Teacher's Resource Guide is your focal point for day-to-day classroom planning. The guide is a collection of activities that are designed to reinforce every major idea and theme of the fifth-level program. It has been organized to allow you maximum flexibility in selecting the activities best suited to the interests and abilities of your students.

The organization of the material in the guide parallels that of the student textbook. Thus the grade 5 guide has four major units divided into twenty-eight chapters, just as the textbook does. Let's review the TRG unit and chapter contents briefly so that you can learn about the many helpful teaching aids contained in the guide.

**Units.** Each of the four units has an opening section. In that section are the following:

- **Structure of the Unit**—a brief statement that provides a perspective for the entire unit.
- **Activities for the Unit**—activities that relate to the entire unit, not necessarily to any particular chapter.
- **Evaluating the Unit**—an end-of-unit activity correlated with the section of the student textbook entitled "What Did You Learn?" This activity allows your students to review the major ideas in the unit after you have completed it.
- **Long-Term Activities**—one or more activities that can be developed and continued throughout the school year. The activities relate to the entire fifth-level program, not necessarily the unit only. They link the whole course of study, unit by unit.

The opening sections of the unit thus provide you with a wide-



screen view of what you will need to keep in mind as you plan ahead for the school year. You will undoubtedly refer more often, however, to the chapters into which the guide is divided, for contained therein is the bulk of the material in this book.

**Chapters.** Each chapter is organized to assist you in focusing your course of study on the major ideas and themes of the program. Each includes a wide variety of activities for different interest and ability levels.

The two-page chapter flowchart is the first element in every chapter except those for Unit Three, which are preceded by a single-page chart. A discussion of the flowcharts will follow a brief description of the other parts of the chapter. The chapter introduction, which follows immediately after the flowchart, contains the following parts:

- **Statement to the Teacher**—an overview of the chapter in which the author of the OWW program identifies the purpose of the chapter.
- **Suggested Lesson Structure**—a plan for teaching the chapter developed by experienced teachers who have used OWW in the classroom. It offers one of a large number of teaching approaches you may wish to employ. The lesson structure suggests a sequence of activities and divides it into a set of class sessions. Although the sessions are designed to give you a comfortable margin of teaching time, you remain the best judge of how to allot your time efficiently. Consider the session allotments as suggestions only. Furthermore, do not confuse the number of sessions with the number of days required to complete a chapter. You may wish to plan double sessions in one day, especially when your OWW material relates particularly well—as it often does—to other subject areas. Moreover, some activities can be used as seatwork while you work with reading groups and other groups in the classroom.
- **Vocabulary**—These words do not have to be mastered before passing on to the next chapter. Rather, they should be used in your discussions so that they become internalized through repeated usage.

- **Bibliography**—an annotated list of materials divided into two sections, one for teachers and parents and the other for children.

Following this introductory material come the activities, which are varied teaching plans that make up the most important section of the chapter. The activities are listed under the major ideas they reinforce, and each has the following parts:

- **Purpose**—a statement of the concept to be developed through the use of the activity.
- **Procedure**—statements describing the operation of the activity—how best to carry it out for maximum efficiency.
- **Outcome**—a statement offering you one way to determine whether your students have mastered the concept of the activity. All activities carry this important outcome statement with the exception of two types: (1) an activity designated as a follow-up activity, which reinforces the concept of the preceding activity, and (2) an activity based on a Problems Book exercise, the outcomes for which are provided in the teacher's edition of the Problems Book.

Now let us return to the first element in the TRG chapter, the chapter flowchart. You might think of it as the console for programing your course of study.

There are two kinds of chapter flowcharts. A single-page flowchart precedes the Unit Three chapters, each of which is based on a single theme. All activities for the chapter are listed under the component of the program which is their primary source. For example, the Chapter 12 flowchart (page 146) shows three activities based on the student text, one based on the Problems Book, two related to the SSSK, and two activities from the Teacher's Resource Guide. The page reference in the component and the page reference and activity number in the TRG itself are given for each activity. These flowcharts are a simplified version of the double-page flowcharts which precede all of the other chapters.

Look at the sample double-page chart on the opposite page. The circled numbers identify the structural elements of the chart.

## CHAPTER 1: The Land and the People

### COMPONENTS

#### Student Text

The First Arrivals: topographical maps  
pp. 17-22 p. 30/3

The Explorers  
pp. 23-24 p. 32/4  
Map study  
p. 23 p. 33/5

The First Settlers: Differences in  
Settlements  
p. 25, pp. 25-31 p. 33/1  
Picture Study  
p. 29 p. 34/3

Test Yourself: answers  
p. 31 p. 35/Summary

#### Problems Book

How Did They Get Here?  
p. 7 p. 30/2

What Does a Picture Show?  
p. 8 p. 31/4

Columbus's Voyage to America  
p. 6 p. 30/3

#### SSSK

Christopher Columbus Describes the  
New World  
Booklet 1 p. 30/1

Conquering the Indians: Cabeza de Vaca's  
Return to Civilization  
Booklet 1 pp. 33-34/2

### MAJOR IDEAS

A. At the time of Columbus' arrival, there were over a million American Indians scattered over North America.

B. Dreams of riches and fame drew early explorers to the North American continent from the hard realities of life in Europe.

C. The first North American explorers came from Spanish, French, and English cultures; each culture determined the way its early settlers adapted to life in the New World.

Summary: The motivation of the first arrivals and their attitudes toward the land and its inhabitants helped shape the evolving social system.

### ACTIVITIES Teacher's Resource Guide

#### SOCIAL SCIENCES

6 Spatial Orientation	See A-3: Student Text	See B-4: Student Text See B-6: Student Text	
Research Orientation		See B-4: Student Text	

#### LANGUAGE ARTS

Creative Writing		Write stories: See C-3: Student Text	
Creative Dramatics	Role play: Columbus and Queen Isabella pp. 31-32/2	Role play: See C-2: SSSK	

#### MISCELLANEOUS

Other	Game: This Is Your Life p. 31/1 Design games: Explorers' routes pp. 32-33/5	Matching game: Characteristics of French, English, Spanish rooming p. 34/4	
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- 1 The major ideas on which the chapter is based.
- 2 The summary statement, which encompasses the major ideas.
- 3 A column listing the components of the program—student textbook, Problems Book, and SSSK—upon which activities in the TRG are based.
- 4 An activity based on materials in the student textbook, with the text page reference and the page reference and activity number in the TRG itself.
- 5 A column of subject-area categories into which the activities have been classified.

- 6 A specific subcategory—Spatial Orientation—of the social sciences subject category.
- 7 A column of activities that relate to Major Idea A.
- 8 A column of activities that relate to Major Idea B.
- 9 A column of activities that relate to Major Idea C.
- 10 A specific activity related to the language arts field and to Major Idea C. The number of the activity and the page reference in the TRG are provided here.
- 11 Cross-reference entries.

The flowchart is designed to allow you to select from a multiplicity of activities those that will be most beneficial and interesting to your students. Using the flowchart, you can quickly assess the numerous teaching possibilities that are available to you for each chapter. This is possible because the flowchart identifies—

- *What is in the TRG chapter.*
- *What is in each OWW component related to the chapter.*
- *Each activity by major idea.*
- *How OWW activities can be correlated with other subject areas.*
- *The teaching strategies you can use.*

## STUDENT TEXTBOOK

The student text has been carefully designed to help you bring out the basic concepts of the OWW program in the most efficient and effective manner. The text is divided into four units. Under the units are grouped a total of 28 chapters.

Each unit, which treats different aspects of the American social system, is a study of how we came to think and act as Americans:

- Unit One. Shaping the Social System
- Unit Two. The Emerging Social System
- Unit Three. Testing the Social System
- Unit Four. The Social System: Present and Future

The first unit shows the events and ideas that make up the foundation of our way of life. The second unit shows what the social system was like in about the year 1800. It shows how people in the new country were governed, how they made their living, what they believed, and how they behaved. Unit Three describes selected episodes which tested the basic ideas in the American way of life. The chapters in the fourth unit describe the current American social system and compare it with the system of the young country in 1800. The last chapter, however, deals with the kind of life experts say we may have in the year 2000.

At the end of each chapter is a section called Test Yourself. Here you will find a series of questions that review the major ideas and themes in each chapter.

There is also a very special item in the final part of the book. It is a letter written especially to your students by Professor Senesh, the author of OWW. The author and the publisher welcome replies from your students to this letter.

## PROBLEMS BOOK

Students are encouraged through a series of highly creative layouts to extend their abilities to interpret pictorial information. Through such interpretation they can gain new insights into the major ideas and themes presented in each chapter. The concepts of each chapter of OUR WORKING WORLD, *The American Way of Life*, are reinforced by one to four exercises in the Problems Book. The exercises vary in difficulty and will challenge a wide range of abilities. They are designed so that you can use them with students on an individual basis, with small groups, or with the whole class, entirely at your discretion.

The teacher's edition of the Problems Book contains detailed descriptions of how you should present the materials in the Problems Book to your students. Statements define the basic skills and concepts of the exercises. The statements related to skills refer to the kinds of thinking processes developed in the exercises, and the statements referring to concepts describe the relation between the exercises and the major ideas of the chapters. Procedural suggestions are presented in three sections:

- **Let's Talk About** helps you introduce the exercises. It suggests ideas to review before the students begin work on a specific exercise. This section is extremely important, since the students must see a relation between the exercises they are to complete and the major topics of a chapter.
- **Let's Do** provides instructions for the students to complete the exercise. Because the students' reading ability is limited, it is important that you be very precise in giving these instructions.
- **Let's Think About** enables the students to consider broader ideas related to the conclusions they have reached by completing each page.

A suggested performance expectation helps you measure how well your students have mastered the ideas behind each exercise.



## THE SOCIAL SCIENCE SATELLITE KIT (SSSK)

The SSSK is made up of thirty-six booklets of readings. Nearly all of the booklets contain at least three reading selections. Many have more. All of the selections are about real people and actual events in the history of our nation.

The booklets have been divided in the following manner: eighteen of the booklets consist of collateral readings for the following chapters: 1-6, 11-23, one booklet per chapter. The other eighteen booklets are organized so that each chapter dealing with a subsystem of the American social system has two accompanying booklets of collateral readings (Chapter 7-10, 24-28).

Primary source materials have been used almost exclusively. The people from America's past speak for themselves from the pages of their diaries, letters, eyewitness accounts, public speeches, and reports. All of the booklets focus upon the *human* side of history.

Headnotes are provided for the readings in order to supply background material about an author or an event. In addition, critical thinking questions accompany each set of readings within a booklet. (Answers are also provided—in a separate booklet.)

The readings in each booklet illuminate the major concepts introduced in the relevant chapter of the student's textbook. Through these readings the students will obtain first-hand accounts of the basic events and conditions which have formed the American character and the American way of life.

## ORIENTATIONS

OUR WORKING WORLD, *The American Way of Life*, utilizes four major kinds of orientations: systems analysis, research, spatial (geography), and time (history). As students progress through the course, they should become increasingly competent in each area. The following outlines of performance expectations will help you measure each student's progress. These statements are goals for the year.

Examine each section carefully. *Systems analysis orientation* underlies the entire content of OUR WORKING WORLD, *The American Way of Life*. *Research orientation* indicates the kinds of behavior needed to participate successfully in problem solving.

*Spatial and time orientations* are needed to begin developing a perspective of oneself in relation to others.

Use the outlines as guidelines as you establish your lesson plans. They will help your students reach the objectives you have established for their year's work.

## SYSTEMS ANALYSIS ORIENTATION

Each student—

- I. Identifies the nation as a social system.
  - Recognizes that the national social system is composed of four major subsystems: economic, political, sociological, and cultural.
  - Recognizes that these subsystems are goal-oriented.
- II. Cites examples demonstrating that the national system can vary.
  - It can change over a period of time.
  - It can change spatially.
- III. Recognizes that he is part of the national system and its subsystems, which began about 200 years ago.
- IV. Recognizes that as people interact with each other, as individuals and in organizations and groups, they shape the national social system.
  - Understands that such interaction shapes the goals of the system.
  - Understands that interaction takes place through communications and transactions.
  - Recognizes that the transactions may be generous, selfish, or hostile.
- V. Understands that the national social system functions through a structure.
  - Cites examples of how that structure is made up of the positions and roles of its members.
  - Recognizes that an important element of the structure is the physical environment.
- VI. Understands how the roles played by members of the national social system divide the labor and determine the hierarchy of individuals and groups.

- Identifies many roles played by members of the national social system during different periods of our history.
  - Cites examples of how these roles may conflict.
- VII. Describes how the structure of the national social system determines its objectives: how laws are made and enforced, how goods and services are produced, and how the image of a person living in a particular historical period is influenced both by where he lives and by the events of the period.
- VIII. Recognizes that if the national social system or its goals change, its structure may no longer be appropriate.
- Understands that if the structure does not change to meet changing needs, problems will result.
  - Cites examples of national change that may be caused by internal factors, such as—
    - changing composition and size of population;
    - changing size of the nation or changing roles of its members;
    - changing income and employment of its members;
    - faulty communication between members;
    - changing mix of transactions such as the replacement of selfish transactions by generous transactions;
    - conflicts between members due to conflicting goals;
    - changing composition of the nation caused by mobility.
  - Cites examples of national changes that may be caused by external factors, such as—
    - conflicts arising between the goals inside and outside the nation;
    - occurrences affecting the nation as a result of fire, earthquake, war, and the like.
- IX. Recognizes that the national social system at any specific moment is in equilibrium. The longer the system can maintain equilibrium, the greater the predictability of the system's well-being.
- Recognizes that equilibrium may be maintained by inertia rooted in tradition.
  - Recognizes that the nation, as a system, is continually exposed to outside forces that put pressure on it to change.
  - Recognizes that individuals, groups, and organizations continually exert pressure on the system to change.
  - Identifies those forces that result in serious stresses, causing instability.
  - Identifies those forces that result in added strength, reestablishing a state of equilibrium.
- X. Recognizes that the nation has subsystems that must remain in balance if national goals are to be met.
- XI. Recognizes that the national social system is a part of supersystems, such as international organizations and the world.

## RESEARCH ORIENTATION

### Each student—

- I. Cooperates to create an environment conducive to research activities.
  - Respects the rights and opinion of others.
  - Understands the need for rules.
  - Takes part in making the rules.
  - Accepts the role of leader or follower.
  - Profits from the criticism and suggestions of others.
  - Distinguishes between work that should be done by individuals and that which requires group effort.
  - Uses simple rules of parliamentary procedure when needed.
- II. Applies problem-solving techniques and critical skills to social issues.
  - Recognizes that a problem exists.
  - Defines the problem for study.
  - Studies the aspects of the problem.

- Locates, gathers, and organizes information.
  - Interprets and evaluates information.
  - Develops a series of alternative solutions.
  - Selects the solution(s) most applicable to his values, as supported by evidence.
  - Recognizes that solutions often create new problems.
  - Applies problem solving techniques to personal and social problems.
- III. Works with books.
- Uses the title of a book as a guide to its contents.
  - Uses table of contents.
  - Alphabetizes.
  - Uses index.
  - Uses title page and copyright date.
  - Uses glossary, appendix, map lists, and illustration lists.
- IV. Finds information in encyclopedias and other reference books.
- Locates information in encyclopedias by using key words, letters on volume, index, and cross references.
  - Uses reference works, such as *World Almanac*, atlases, *Who's Who*, *Statesman's Yearbook*.
- V. Makes efficient use of a dictionary.
- Alphabetizes words.
  - Uses guide words.
  - Learns correct pronunciation of words.
  - Understands syllabication.
  - Chooses the word meaning that is appropriate for the context in which it is used.
- VI. Reads newspapers, magazines, and pamphlets with discrimination.
- Recognizes the materials as sources of information about many topics, particularly current affairs.
  - Selects important news items.
  - Selects material that is pertinent to class activities.
  - Learns the organization of a newspaper and how to use its index.
- Learns about the sections of a newspaper.
  - Recognizes the differences in purpose and coverage of various newspapers, magazines, and pamphlets.
- VII. Knows how to find material in a library.
- Locates appropriate books.
  - Uses the card catalog, aware that—
    - a. A book is listed in three ways: by subject, by author, and by title.
    - b. Cards are arranged alphabetically.
    - c. Each card has a call number in the upper left-hand corner that indicates the book's location on the shelf.
    - d. Some author cards give more information than that on the title or subject card.
    - e. Data such as publisher, date of publication, number of pages and illustrations, and usually an annotation are provided.
    - f. The Dewey decimal system or the Library of Congress classification system is a key to finding books.
- VIII. Gathers facts from field trips and interviews.
- Identifies the purpose of the field trip or interview.
  - Plans procedures, rules of behavior, questions to be asked, and things to look for.
  - Takes increasingly greater initiative in actually conducting the field trip or interview.
  - Expresses appreciation for courtesies extended during the field trip or interview.
  - Records, summarizes, and evaluates information.
- IX. Organizes information.
- Makes an outline of topics to be investigated and seeks material about each major point, using more than one source.
  - Selects the main idea and supporting facts.
  - Composes a title for a story, picture, graph, map, or chart.
  - Selects answers to questions from material heard, viewed, or read.

- Takes notes, making a record of the source by author, title, and page.
  - Classifies pictures, facts, and events under main headings or in categories.
  - Arranges events, facts, and ideas in sequence.
  - Makes simple outlines of material read, using correct outline form.
  - Writes a summary of main points in material.
  - Makes a simple table of contents.
  - Makes a bibliography.
- X. Evaluates information.
- Distinguishes between fact and fiction.
  - Distinguishes between fact and opinion.
  - Compares information about a topic drawn from two or more sources to recognize agreement or contradiction.
  - Considers which source of information is most acceptable and why.
  - Draws inferences and makes appropriate generalizations from evidence.
  - Reaches tentative conclusions.
  - Examines reasons for contradictions or seeming contradictions in evidence.
  - Examines materials for consistency, reasonableness, and freedom from bias.
- XI. Acquires information through reading.
- Reads to find answers to questions.
  - Makes use of headings, topic sentences, and summary sentences to select main ideas and to differentiate between main and subordinate ideas.
  - Selects the statements that are pertinent to the topic being studied.
  - Makes use of statistics, marginal notes, and footnotes to discover emphasis by author.
- XII. Acquires information through listening and observing.
- Listens and observes purposefully.
  - Listens attentively when others are speaking.
- Identifies a sequence of ideas and selects the most important ones.
  - Relates, compares, and evaluates information gained from other sources of information.
  - Adjusts to a speaker's voice and delivery and to the physical conditions of the situation.
  - Reserves judgment until the speaker's entire presentation has been heard.
  - Analyzes video and audio presentations—films, pictures, models, exhibits, and other graphic materials—concerned with social studies topics.
- XIII. Communicates orally and in writing.
- Develops an adequate vocabulary.
  - Chooses appropriate words.
  - Pronounces words correctly and enunciates clearly.
  - Talks in complete sentences.
  - Prepares and uses notes in presenting oral reports, giving credit when material is quoted.
  - Keeps to the point in all situations involving oral expression.
  - Develops self-confidence.
  - Exchanges ideas through discussion, either as leader or as participant.
  - Respects limitations of time and others' right to be heard.
- XIV. Writes with clarity and exactness.
- Collects, evaluates, and organizes information around a clearly defined topic.
  - Writes independently and avoids copying from references.
  - Gives credit for quoted material.
  - Uses standard English.
  - Includes a bibliography to show information sources.
  - Applies the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work.
  - Proofreads and revises.



- XV. Interprets pictures, charts, graphs, tables.
    - Recognizes these materials as sources of information.
    - Distinguishes between types of pictorial material, recognizing the advantages of each and the need for objective interpretation.
    - Notes and describes the content of the material, both general and specific.
    - Interprets material through application of related information and uses the material as a basis for drawing conclusions.
  - XVI. Interprets cartoons.
    - Recognizes these materials as expressive of a point of view and interprets the view.
    - Notes and interprets the common symbols used in cartoons.
  - XVII. Studies charts.
    - Understands the steps in chart development.
    - Traces the steps in the process shown.
    - Compares sizes and quantities.
    - Analyzes the organization of structure.
    - Identifies elements of change.
  - XVIII. Studies graphs and tables.
    - Understands the significance of the title.
    - Determines the basis on which the graph or table is built and the units of measure involved.
    - Interprets the relationship shown.
    - Draws inferences based on the data.
  - XIX. Constructs simple graphs, charts, tables, and other pictorial materials.
  - XX. Relates information derived from pictures, charts, graphs, maps, and tables to the information found in other sources.
- Uses a calendar to find dates of special events and to determine length of time between important dates.
  - Associates seasons with particular months in both the Northern and Southern Hemispheres.
  - Understands the relation between the rotation of the earth and day and night.
  - Understands the system of time zones as related to the rotation of the earth.
  - Understands the relation between the earth's revolution around the sun and the calendar year.
  - Accumulates specific events as points of orientation in time.
  - Comprehends the Christian system of chronology B. C. and A. D.
  - Uses the vocabulary of definite and indefinite time expressions.
    - a. Uses such definite time concepts as *second*, *minute*, *yesterday*, *decade*, and *century*.
    - b. Uses such indefinite time concepts as *past*, *future*, *long ago*, *before*, *after*, *meanwhile*.
  - Acquires a sense of prehistoric and geological time.
  - Learns to translate dates into centuries.

- II. Develops a chronological understanding of events and of differences in time durations.
  - Learns to arrange personal experiences in order.
  - Learns to express sequence and order in terms such as *first*, *second*, *third*, and so on.
  - Learns to think of the separation of an event from the present in arithmetical terms.
  - Learns to figure the length of time between two given dates.
  - Understands and makes simple time lines.
  - Uses the dates of certain important historical events to establish time relations among other historical events.
  - Learns to relate the past to the present in the study of change.

## SPATIAL AND TIME ORIENTATIONS

Each student—

- I. Develops an understanding of the calendar.
  - Uses names of months in sequence.

III. Uses the map and follows geographic directions in terms of his own environment.

- Uses cardinal directions in classroom and neighborhood.
- Uses intermediate directions, such as southeast and northwest.
- Uses cardinal directions and intermediate directions in working with maps.
- Uses relative terms of location and direction such as *near, far, above, below, up, and down*.
- Understands that north is the direction toward the North Pole and south the direction toward the South Pole on any map projection.
- Understands the use of the compass for direction.
- Uses the north arrow on a map.
- Can always locate north on maps and in atlases.
- Uses parallels and meridians in determining direction.
- Uses different map projections to learn how the patterns of meridians and parallels differ.
- Constructs simple maps that are properly oriented.

IV. Locates places on maps and globes.

- Recognizes the location of his home city and state on a map of the United States and on a globe.
- Recognizes the location of the United States on the North American continent and in relation to other areas of the world.
- Recognizes land and water masses on a globe and on a variety of maps—physical, political, weather, and so on.
- Identifies on a globe and on a map of the world the equator, tropics, continents, oceans, and large islands.
- Uses a highway map for locating places by number and key system; plans a trip using distance, direction, and location.
- Relates low latitudes to the equator and high latitudes to the polar areas.
- Interprets abbreviations commonly found on maps.

- Uses map vocabulary and key accurately.
- Uses longitude and latitude to locate places on wall maps.
- Uses an atlas to locate places.
- Identifies the time zones of the United States and relates them to longitude.
- Consults two or more maps to gather information about the same area.
- Recognizes location of major cities of the world with respect to their physical setting.
- Traces routes of travel by different means of transportation.
- Develops a visual image of major countries, landforms, and other map patterns studied.
- Reads maps of various types that show elevation.
- Understands the significance of relative location as it has affected national policies.
- Learns to sketch simple maps to show location.

V. Uses scales and computes distances.

- Uses small objects—such as a photograph—to represent large ones.
- Makes simple large-scale maps of a familiar area, such as the United States.
- Compares actual length of a block or mile with that shown on a large-scale map.
- Determines distance on a map by using a scale of miles.
- Compares maps of different sizes of the same area.
- Compares maps of different areas to note that a smaller scale must be used to map larger areas.
- Computes distance between two points on maps of different scales.
- Estimates distances on a globe by using latitude; estimates air distance by using a tape or string to measure great circle routes.
- Develops the habit of checking the scale on all maps used.

VI. Interprets map symbols and visualizes what they represent.

- Understands that objects can be represented by pictures or symbols on a map.
- Learns to use legends on different kinds of maps.
- Identifies the symbols used for water features to learn the water source, mouth, direction of flow, depths, and currents.
- Studies color contour and visual relief maps and is able to picture the nature of the areas shown.
- Interprets the elevation of land from the flow of rivers.
- Interprets dots, lines, colors, and other symbols used in addition to pictorial symbols.
- Uses part of a world atlas.

VII. Compares maps and draws inferences.

- Infers from a map the relation suggested by the data such as the factors determining the location of cities.

- Compares two maps of the same area, combines the data shown on them, and draws conclusions based on the data.
- Recognizes that there are many kinds of maps for many uses, and learns to choose the most appropriate map for the purpose at hand.
- Understands the differences in varied map projections and recognizes that the distortions involved in map representations of the earth are greater than those involved in global representations.
- Uses maps and the globe to explain the geographic setting of historical and current events.
- Reads a variety of special-purpose maps and draws inferences on the basis of data obtained from them and from other sources.
- Infers man's activities or way of living from physical detail and from latitude.

## UNIT ONE: SHAPING THE SOCIAL SYSTEM

### Structure of the Unit

The purpose of Unit One is to introduce those building blocks that helped us to construct our social system. The unit has six chapters. Rather than relate a chronicle of events, these chapters describe the ideas that shaped our emerging social system.

Each chapter of this unit should be considered a building block. The goal of Chapter 1 is to show how the native Americans, the French, the Spanish, and the English related to the environment of a part of the world hitherto unknown to Europeans. The English decision to establish a permanent settlement built the foundation of a society where people were to govern themselves.

Chapters 2, 3, and 4 introduce Virginia, New England, and Pennsylvania. Through their study of these chapters your students should discover that although the three colonies were settled largely by English people, the differences in environment and in the belief systems of each colony led each to make distinct contributions to the emerging social system.

The geographic features of New England encouraged diversified industries and trade. Many of the Pilgrims and Puritans settled the land in communities. In them they established their own rules according to their beliefs, compelling the people to live by the rules or move elsewhere. The Puritans left to us the institutions of the town meeting and the public school and the ideas of thrift, hard work, and reward through material wealth.

The physical features of Pennsylvania encouraged diversified farming, diversified industries, and trade. The belief system of its founder, William Penn, encouraged tolerance, simplicity, and honesty. These ideas opened the gates to skilled immigrants from all over Europe. This hospitality laid the foundations for one of the most exciting cities in the eighteenth century, Philadelphia.

Chapter 5 introduces philosophers. Here your students should discover that everyone has a philosophy, and that different philos-

ophers have different ideas about human nature, about what constitutes the good society, and about justice. The thinking of many of the colonial leaders was greatly affected by the philosophy of the movement called the Enlightenment. Your students should understand how new ideas of the Enlightenment spread in response to the urgent need to bring about change in existing conditions.

Chapter 6 presents the conflict between England's goals for her colonies, reflected in the mercantile system, and the colonists' desire for a new social system. This conflict culminated in the signing of the Declaration of Independence and the American Revolution.

These six building blocks in Unit One are the foundation on which Unit Two, *The Emerging Social System*, rests.

### Unit Activity

**To place the chapter topics of this unit in proper historical perspective,** develop a time-line for the past 500 years along one wall of the classroom. Help the students make the transition from “parents ago” used at previous levels of the OUR WORKING WORLD program to “years ago.” Ask them the following questions:

- If one “parent ago” is about thirty years, about how many parents ago is 100 years? 200 years? 300 years? 400 years? 500 years?

Mark the time-line in both “parents ago” and “years ago.” Then as each chapter of the unit is studied, have a group of students mark the time of the most important events mentioned. Use different colors to represent Virginia, New England, and Pennsylvania.

*As a result of this activity the students should be able to identify how many years ago major events of the unit occurred and the time relationship between the founding and the development of each of the colonies studied.*



## Evaluating the Unit

To review the text material for this unit, have the students turn to page 117 in the text and answer the questions under the heading “What Did You Learn?” The questions and accompanying responses are as follows:

1. Why did Columbus call the natives he found “Indians”? *(Columbus thought that he had landed in India. Therefore, he called the natives “Indians.”)* Where did the Indians come from? *(According to experts, the Indians originally came from Asia.)* How did they get to North America? *(They traveled to North America by crossing the Bering Strait between present-day Siberia and Alaska.)*
2. The Spanish, French, and English all settled in the New World. However, each group was interested in different things which the New World offered. How were the interests of these three groups different? *(The Spanish were interested in finding gold, silver, and precious stones to send back to Spain. The French were interested in fur-trapping and trading with the Indians. The English were interested in settling and building a new land.)*
3. In this unit you read about the colonies in Virginia, Massachusetts, and Pennsylvania. These colonies were English. But the people who lived in them did not all think alike. How did the colonists in Virginia and Massachusetts differ in their ideas about education? *(The leaders of the Virginia colony did not encourage education for everyone. They felt that only the children of the rich should receive an education. These children would in later years become the new leaders of the community. The Puritans in New England were in favor of education for everyone. They believed that people needed to know how to read the Bible to understand God's will. In 1647, the Puritans passed the first law concerning compulsory education.)* How did the colonists in Massachusetts and Pennsylvania differ in their attitudes about other people? *(The Puritans were intolerant of people with different religious and political ideas. Such people were forced to leave the Massachusetts colony. The Quakers, on the other hand, believed that all men are created equal. Therefore, they were willing to accept people with ideas different from their own.)*
4. Geography has played an important part in the growth of our country. In what way did geography help the English colonies to prosper? *(The coastline where the English landed has many good harbors. This helped to support trade between the colonies and England. Also the soil and the climate were favorable to farming.)* What two facts of geography kept the English close to the ocean? *(The Appalachian Mountains and the fall line kept the early English settlers close to the ocean.)*
5. New ideas have always been important in man's history. From the list below select two people. Explain what new idea each person spoke about. In what way do you think this idea was important to the history of our country?
  - a. John Locke *(John Locke said that the idea of “divine right” was false and that people had the right to choose their own leaders.)*
  - b. Jean Jacques Rousseau *(Jean Jacques Rousseau said that people surrender natural rights to the government in return for protection of their rights. He called this the social contract.)*
  - c. Roger Williams *(Roger Williams believed in the separation of church and state powers. He believed that a man should only be punished by the state for breaking the laws of man. A man should only be punished by the church for breaking one of God's laws.)*
  - d. Thomas Hooker *(Thomas Hooker believed that it was dangerous for the government or the church to have too much power. He believed that power should not be left in the hands of a few people.)*
6. England and the colonies had different opinions about many important issues. In time, these differences led to the War of Independence. In your own words answer one of the following questions:

- a. Why didn't England want the colonies to manufacture goods? (*England did not want the colonies to manufacture goods because it did not want competition for its own manufactured goods.*) How did the colonists feel about this? (*The colonists wanted to manufacture their own goods. They were tired of paying high prices for goods imported from England. They also wanted to manufacture goods which they could sell in the world market.*)
- b. Why did England tax the colonies? (*The English believed that the colonists should be taxed to pay for the cost of protection which the colonies received from England. By taxing imports and exports the English also hoped to control the goods the colonies bought and sold.*) How did the colonists feel about taxes? (*The colonists were against taxes. Taxes on imports meant that they had to pay more money for the goods they bought. Taxes on exports meant that they lost money on the goods they sold. Most important, the colonists protested because they were being taxed without having representation in the government.*)

for the students. Early in the year it might be wise to discuss the differences between news articles, interpretive articles, feature stories, and editorials.

- c. *Debates.* In those activities that involve a debate, the following rules are suggested:
  - Give each debate team three minutes to present their views.
  - After a short break, three minutes should be given to each team for rebuttal.
  - In conclusion, each team should be given two minutes for final statements.
- d. *Role play.* In role-playing activities, black roles or male/female roles need not be assigned to students in those groups. Encourage the students to place themselves in the historical period in which the play is laid and to enter into the spirit of the dramatic presentation.

Through the year you will need a variety of materials to be used in completing activities. A general list of materials is given here for your convenience:

- a set of encyclopedias
- access to a tape recorder
- globe
- world map—wall type
- index cards (3×5)
- bowl or basket or box for cards
- thumbtacks
- masking tape
- construction paper
- large roll of paper for murals, collages, bulletin-board displays
- play money (could be made by students at beginning of year)
- crayons, colored pencils, or watercolor markers for each student
- cardboard for making signs

In addition you should have either a large, blank world map or individual blank world maps for the students' use.

## Long-Term Activities

To facilitate the successful completion of student activities throughout the school year, the following ideas are suggested:

- a. *Collages.* It would be helpful for you to save old magazines and Sunday newspaper supplements for the illustrations and photographs they contain that can be used in making collages.
- b. *Newspaper articles.* To enable your students to carry out activities that require writing newspaper articles, it would be helpful for you to cut out good, clear articles from local papers (or perhaps write a sample article) to be used as guidelines



# CHAPTER 1: The Land and the People

## COMPONENTS

### Student Text

*The First Arrivals*, topographical maps  
pp. 17-22 p. 30/3

*The Explorers*  
pp. 23-24 p. 32/4

Map study  
p. 23 p. 33/6

*The First Settlements, Differences in Settlements*  
p. 25, pp. 25-31 p. 33/1

Picture Study  
p. 20 p. 34/3

*Test Yourself-answers*  
p. 31 p. 35/Summary

### Problems Book

*How Did They Get Here?*  
p. 7 p. 30/2

*What Does a Picture Show?*  
p. 8 p. 31/4

*Columbus's Voyage to America*  
p. 6 p. 32/3

### SSSK

*Christopher Columbus Describes the New World*  
Booklet 1 p. 30/1

*Civilizing the Indians, Cabeza de Vaca's Return to Civilization*  
Booklet 1 pp. 33-34/2

## MAJOR IDEAS

A. At the time of Columbus's arrival, there were over a million American Indians scattered over North America.

B. Dreams of riches and fame drew early explorers to the North American continent from the hard realities of life in Europe.

C. The first North American explorers came from Spanish, French, and English cultures; each culture determined the way its early settlements adapted to life in the New World.

*Summary:* The motivation of the first arrivals and their attitudes toward the land and its inhabitants helped shape the evolving social system.



## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Spatial Orientation</b>	See <b>A-3: Student Text</b>	See <b>B-4: Student Text</b> See <b>B-6: Student Text</b>	
<b>Research Orientation</b>		See <b>B-4: Student Text</b>	

### LANGUAGE ARTS

<b>Creative Writing</b>			Write stories: See <b>C-3: Student Text</b>
<b>Creative Dramatics</b>		Role play: Columbus and Queen Isabella <b>pp. 31-32/2</b>	Role play: See <b>C-2: SSSK</b>

### MISCELLANEOUS

<b>Other</b>		Game: "This Is Your Life" <b>p. 31/1</b> Design games: Explorers' routes <b>pp. 32-33/5</b>	Matching game: Characteristics of French, English, Spanish colonies <b>p. 34/4</b>
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## CHAPTER 1: The Land and the People

### Statement to the Teacher

One important point made in this chapter is that this country had a long history before the white man ever landed on its shores. Your students should understand that thousands of years before European explorers came to North America, people from Asia crossed the Bering Strait and filtered down into the continent. They should be aware that these people have been mistakenly called Indians. They should also understand that there were many different groups represented by different beliefs and behaviors.

Your students should understand that the relationship of the white man to the Indian differed with the individual tribe and with the purposes or goals of the individual European nationality. The Indian way of life, the political organization of the Iroquois tribe, the pattern and culture of the Spanish settlement, the adventuresome spirit of French explorers, the English tradition of democracy, and the settlers' desire to build a new and perfect society all left permanent imprints upon our evolving social system.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>PB</b> , "How Did They Get Here?"	<b>A-2</b>
	<b>Text</b> , "The First Arrivals"	<b>A-3</b>
2.	<b>SSSK</b> , "Christopher Columbus Describes the New World"	<b>A-1</b>
	<b>PB</b> , "What Does a Picture Show?"	<b>A-4</b>
3.	<b>TRG</b> , role play	<b>B-2</b>
	<b>PB</b> , "Columbus's Voyage to America"	<b>B-3</b>

4.	<b>TRG</b> , game	<b>B-1</b>
5.	<b>Text</b> , "The Explorers"	<b>B-4</b>
6.	<b>TRG</b> , design games	<b>B-5</b>
7.	<b>Text</b> , "First Settlements," "Differences in Settlements"	<b>C-1</b>
8.	<b>SSSK</b> , "Civilizing the Indians," "Cabeza de Vaca's Return to Civilization"	<b>C-2</b>
9.	<b>TRG</b> , matching game	<b>C-4</b>
10.	<b>Text</b> , "Test Yourself"	<b>Summary</b>

### Vocabulary

assembly	parallel
colonize	peninsula
expedition	plague
explorer	settlement
fall line	slaver
fleet	tolerance
horizon	Treaty of Paris
Iroquois League	Utopia
Mound Builders	

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## ACTIVITIES

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**Major Idea A:** At the time of Columbus's arrival, there were over a million American Indians scattered over North America.

- To illustrate what Columbus found upon reaching the New World**, have the students read the first selection, "Christopher Columbus Describes the New World," in Booklet 1 in the SSSK. Then lead a class discussion by asking such questions as the following:
  - What did the West Indies look like when Columbus landed there?

- How did the natives behave toward Columbus and his crew?
- What were the natives like?
- How do you think life in the West Indies differed from what Columbus was used to?

*As a result of this activity the students should be able to draw pictures describing life in the West Indies when Columbus landed.*

- To understand the fact that before Columbus's voyages, people from Asia had reached the North American continent by way of the Bering Strait**, the students should complete exercise 1-B in their Problems Book.
- To understand the way in which the Indians came to the North American continent**, the students can read "The First Arrivals," on pages 17 through 22 in the text. Then have them trace the route of these native Americans on a blank world map. When the route has been charted, ask them to determine the answers to the following questions:
  - What is the distance between the Indians' approximate point of departure in Asia and a point centered in the area that is now the southwestern United States?
  - What is the additional distance between the southwestern United States and the southern tip of South America?

Then refer the students to the topographical map in the atlas in the text that depicts the areas the Indians crossed on their trip. Ask, "What does the landscape of these areas tell you about the hardships endured by the Indians on their trip?" After completing these exercises the students should be able to understand that under the statement "American Indians came to this country from Asia" lies a history of struggle and commitment.

*As a result of this activity each student should be able to use the world map to explain how the Indians traveled from Eurasia to the North American continent and the difficulties involved.*



4. **To understand that because of the subjectivity of pictorial representation, it is difficult for historians to correctly re-construct the past,** the students should complete exercise 1-C in their Problems Book.

5. **To illustrate the fact that in the era of exploration a great deal of information was based on imagination rather than scientific fact,** have the students study the three pictures on pages 20 through 21 in the text. Then assign one student to each picture. Ask each of these students to put himself in the place of an explorer and evaluate critically the reliability of the picture for the rest of the class. Then ask the following questions:

- Look at the picture that portrays Coronado's arrival at one of the Seven Cities of Cibola, located in New Mexico. Is this a New Mexico landscape? (*No, it is tropical.*)
- What is the difference between this picture and the real landscape of New Mexico?
- Do you think that American Indians really wore long beards like those shown in the picture?
- Look at the picture of Indians eating human flesh. What is wrong with this picture? (*North American Indians were not cannibals.*)
- How do you think that the artist felt about the Indians?
- Do you think that fear of a person or group of people might influence one to imagine the person or group to be more frightening or savage than they really are?
- Look at the picture that depicts the ocean with sea monsters. Does this picture show the ocean as it really was?
- Why do you think the artist depicted sea monsters? (*Little was known about the ocean and when ships sank, sailors' imaginations often ran wild.*)

*As a result of this activity the students should be able to explain why it is difficult for historians to make correct judgments about the past if their information is based on a subjective analysis of conditions.*

**Major Idea B:** Dreams of riches and fame drew early explorers to North America from the hard realities of life in Europe.

1. **To focus on the background and character of Christopher Columbus,** have the students play a classroom version of the TV program "This Is Your Life." Using encyclopedias and other reference materials (see Bibliography), the students should research the life and explorations of Columbus. Then select six students to play the following roles:

- King John II of Portugal
- Queen Isabella
- Louis de Santangel, Queen Isabella's royal treasurer
- A member of Columbus's crew on his first voyage
- An Indian in the West Indies
- Ovando, governor of Hispaniola

(You could add to this list of players with any other characters from Columbus's life.) Each of the players should write a brief statement about himself that describes an interaction with Columbus. For example, the student playing Ovando could say, "I paid no attention to your warning of stormy seas and thereby lost most of my fleet." Select another student to pretend to be Columbus. This student should sit in the front of the class. One by one the students who play the roles of "voices from the past" should introduce themselves offstage. Columbus must identify the person who is speaking by name or by describing him. If he fails to "remember," choose someone from the audience who, if he or she can correctly identify the voice, becomes the new Columbus. Once a voice from the past is recognized, the student playing this role should be brought on stage and reunited with Columbus.

*As a result of this activity the students should be able to describe the background, motivation, and character of Christopher Columbus.*

2. **To illustrate the fact that Columbus's discovery of the New World was not the goal of his voyage,** have the students act

out a play concerning Columbus's attempt to convince Queen Isabella of the soundness and necessity of his trip. During the play Columbus should try, as persuasively as possible, to convince the queen of the practicality of his plan. The queen questions him but then grants his request for ships and supplies. After the presentation, choose three students to make up a panel of scientist-historians. They should use an encyclopedia and other reference books to find the necessary information to refute Columbus's vision of the world. They should pose the question, "Was Columbus properly prepared for his journey?" and relate their findings to the class.

*As a result of this activity the students should be able to conclude that Columbus had an incorrect image of the world based on faulty evidence and was therefore not properly prepared for his journey.*

3. **To demonstrate the fact that in view of prevailing winds and currents, Columbus chose a logical route to sail west from Spain,** have the students complete exercise 1-A in their Problems Book.
4. **To understand the background and contributions of the European explorers,** the students should read "The Explorers," on pages 23 through 24 in their text. Then divide the class into seven research teams. Assign one of the following explorers to each team: Columbus, Balboa, Ponce de León, de Soto, Coronado, Cartier, Drake. The students should use encyclopedias and various reference books (see Bibliography) to carry out the following activities:
  - a. Trace the route of the particular explorer and mark his discoveries on a large wall map shared with the rest of the research teams.
  - b. Draw and label pictures that depict important events in the course of the explorer's adventures. Mount these pictures around the world map. Entitle the display "Discovering the New World."

- c. Compile a book about the explorer containing a brief biography and a diary describing some of the highlights of his explorations. Include such information as:

- The port from which he sailed
- Where he landed
- What he was seeking
- What land he claimed

This book should be placed near the display.

- d. Make up several specific descriptive statements about the explorer for later use in a class game. Write them on separate pieces of paper or 3×5 cards.

After the completed map and books have been on display for several days, mix all the teams' descriptive statements together for a class guessing game. Take turns asking each research team to identify the explorer described in a randomly selected statement. The team that identifies the most explorers wins the title "Explorers of Knowledge."

*As a result of this activity the students should be able to name a major discovery for each of the seven explorers studied.*

5. **To reinforce the preceding activity and emphasize the stamina required of the explorers,** ask each of the research teams to design a discovery game based on a voyage of its particular explorer. On large squares of cardboard, each team should draw a world map and plot the route of the explorer from his starting point to his most famous discovery. Using research information obtained from the preceding activity, the students should mark this route with boxes containing descriptions of events that occurred, or might logically have occurred, during the explorer's travels. These events should be accompanied by appropriate game directions to move ahead, backward, and so on. For example, one box might read "Caught in hurricane, mid-Atlantic; lose next turn." When the game boards have been completed, they can be stored for use at any time. To play, several students can select a game—the "Ponce de León Discovery Game" for

example. Buttons can be used for game markers. Using a die to determine moves, the players can vie to see who will be the first to make the discovery.

6. **To understand that although explorers increased the knowledge of the world with the information they brought back, this information was frequently inaccurate,** the students can study the map on page 23 in the text. (This map shows the world as it was known in 1517 to European mapmakers.) Ask the students to compare it with a current world map. Each student should make a list of the differences between the two maps. Summarize the students' lists on the chalkboard. Then lead a class discussion by asking such questions as the following:

- Why is Europe the most accurately drawn area?
- Why are the coastlines of Africa and Asia more accurate than the interiors of those countries? (*Exploration by ship was easier than exploration of land areas.*)
- Why are the coastlines more accurate than rivers? (*The first explorers stayed primarily on the oceans.*)

*As a result of this activity the students should be able to explain why early maps of the world are not as accurate as maps are today.*

**Major Idea C:** The first North American explorers came from Spanish, French, and English cultures; each culture determined the way its early settlements adapted to life in the New World.

1. **To understand the factors affecting the rates of development of the Spanish, English, and French colonies in the New World,** the students should read the text sections entitled "First Settlements" (page 25) and "Differences in Settlements" (pages 25 through 31). Then ask them to name some factors that affect a colony's growth, such as:
- location
  - land area of colonial territory
  - climate

- proximity to other settlements
- attitudes toward Indians
- attitudes toward outsiders
- goals of the colony
- government of the colony

On the chalkboard list the factors that are generally agreed upon. Then divide the class into three investigative groups. Each should analyze one of the three cultures—Spanish, French, or English—in terms of how the factors listed would affect the long-range development of that culture's early settlements. Each group should select a spokesman to briefly report to the class its findings on each developmental factor for its respective culture. Then have the students present the following playlet:

Each group chooses the role of a European sailor—one French, one English, one Spanish. The scene is a tavern in a European port city in the year 1600. The Spaniard boasts about the superiority of his nation and uses as evidence the success of his nation's colonies. The other two sailors defend the honor of their nations by countering that Spain's recent successes are, at best, only temporary. An argument ensues over whose colonies will ultimately prevail. The students should draw upon the research data previously presented to support their assertions and projections. Dialogue should consist of such assertions as the following:

*Spaniard*—We have more territory than either of you.

*Frenchman*—Yet you do not have enough people to settle it; eventually you will lose control. The Indians you have enslaved will not fight to protect your land.

*As a result of this activity the students should be able to predict that in terms of growth factors, the English colonies would eventually surpass those of France and Spain.*

2. **To demonstrate the fact that there were a variety of Indian tribes and a variety of European approaches to colonization,** have the students read the second and third selections, "Civ-

ilizing the Indians” and “Cabeza de Vaca’s Return to Civilization,” in Booklet 1 in the SSSK. They should also review the text sections, “The First Arrivals” (pages 17 through 22) and “Differences in Settlements” (pages 25 through 31). Then select four students to participate in a role play. Two students should play the roles of North American Indians—one a Hopi, the other a Seneca. The other two students should play the roles of European settlers—one a Spaniard who has lived only in the Southwest, the other an Englishman who has settled in the Northeast. Each of these four players should then proceed in the following manner:

*Scene 1.* The two Indians stand at the front of the class. Each identifies himself and then tells the other what the white man is like. Of course they disagree. To the Hopi, the white man is a Spaniard and is characterized by certain types of behavior. To the Seneca, the white man is an Englishman and is characterized by other types of behavior.

*Scene 2.* The two settlers stand at the front of the class. Each identifies himself and then tells the other what the Indian is like. They also disagree. To the Spaniard, the Indian lives in multileveled towns and farms the land. To the Englishman, the Indian is a fierce warrior who has an organized government.

*As a result of this activity the students should be able to identify several differences between the English and Spanish settlers and between the Pueblo and Iroquois Indians.*

3. **To understand some of the differences between the Indians’ and the settlers’ way of life,** the students can study the painting of a sixteenth century Algonquin Indian village on page 20 in the text. Ask them to make up a story about the way of life illustrated. After they have written their fictional stories, ask the following questions:

- Are these roving Indians or permanent settlers? (*The permanent nature of their housing and the fact that they are farmers tells us that they are permanent settlers.*)

- Can you think of any reason why it would be a good idea to have the corn in different stages of development as it is shown in the picture? (*This will provide fresh corn over a period of time rather than all at once.*)
- Why didn’t these Indians live in tepees? (*Only plains Indians used tepees.*)
- What are the Indians in a circle doing? (*Dancing*) Why do you suppose they are dancing? (*Indian dances were closely tied to their religion and culture. They danced to appeal to the spirits for a good harvest, for rain, and for other blessings.*)
- What is the Indian with a bow and arrow doing in the top left of the picture? (*Hunting*)

*As a result of this activity the students should be able to identify a variety of characteristics of life in this type of Indian village.*

4. **To illustrate some of the characteristics of the French, English, and Spanish colonies,** have the students participate in the following matching game. On 3×5 cards write characteristics of one of the three types of colonies. For example, a card might read “Settled along rivers that were open to ocean shipping for a short distance before a fall line was reached” or “Married Indian women.” Some cards might have only one-word descriptions such as “Catholic” or “Protestant.” You may use such characteristics as geography, religion, treatment of Indians, goals, government, and tolerance. After the cards have been completed, divide the bulletin board into three categories: “French Colonies,” “English Colonies,” and “Spanish Colonies.” Then place the cards in a bowl or basket and ask each student to pull one out. One at a time, each student should read his card and announce to the rest of the class under which category he is going to place it. If the rest of the class agrees, the student places his card under the correct colonial power.  
*As a result of this activity the students should be able to describe the three culturally different colonies.*



**Summary:** The motivation of the first arrivals and their attitudes toward the land and its inhabitants helped shape the evolving social system.

**To summarize this chapter on the land and the people,** have the students turn to page 35 in the text and answer the questions under the heading “Test Yourself.” Student responses should include the following:

1. What were some of the reasons that made European explorers want to sail west? Which reason do you think was most important to them? (*The European settler sailed west to escape from the turmoil of European life; to find a mythical paradise or the Fountain of Youth; to discover a new route to China and India; for fame and fortune; to aid the mother country; to explore the unknown; and so on.*)
2. What kinds of men settled the Spanish colonies in the New World? the French colonies? the English colonies? (*The Spanish were soldiers and treasure seekers; the French were trappers and traders; the English were farmers, craftsmen, and religious exiles.*)
3. Name some of the contributions made by the Indians to European settlers. What were the main weaknesses of the Indian societies, according to Europeans? (*They taught set-*

*tlers about new crops and how to farm them; about new animals and how to hunt them; about pottery and basketry; names of places; different forms of government. Weaknesses: no domestic animals; no technological inventions such as the wheel; no written language; lack of organization and unity except among the tribes of the Iroquois League.*)

4. Describe the different views of the Indians held by the French, English, and Spanish colonists. (*The French thought of the Indians as people they could work with and learn from. The Spanish thought of them as likely slaves for producing wealth for the mother country. Both, at least, thought of them as human beings with souls like those of white men, because this was the doctrine of the Catholic church. The first English settlers in Virginia had little use for Indians as workers or traders and often thought of them as less than human.*)
5. How were the English colonies ruled differently than the French or Spanish colonies? Why was this important? (*The English colonists had a much greater hand in ruling themselves by voting for laws and leaders than did French or Spanish, who were ruled by royal decree from the home country. Later, this acquaintance with self-rule helped lay the foundations for revolution and constitutional democracy.*)

## CHAPTER 2: Virginia

### COMPONENTS

#### Student Text

Colonists' lists  
p. 38

p. 39/1

*Jamestown Is Founded*

pp. 33-38

pp. 39-40/2

*Building the Base of a Social System*

pp. 39-41

p. 41/6

*The Foundations of Slavery*

pp. 41-47

pp. 41-42/1

*Regions of Virginia*

pp. 50-53

p. 44/1

*Test Yourself-answers*

p. 53

p. 45/Summary

#### Problems Book

*What Does the Map Say?*

p. 11

p. 41/5

*Plantations Promote Slavery*

p. 10

p. 43/5

*How Do Supply and Demand Affect Price?*

p. 9

p. 44/6

#### SSSK

*The Starving Time*

Booklet 2

pp. 39-40/2

*The Slave Ship*

Booklet 2

p. 43/4

*Bacon's Rebellion*

Booklet 2

p. 44/2

### MAJOR IDEAS

A. The evolving social system of the Virginia colony reflected its people's demand for basic human rights.

B. Specialization in tobacco production generated the development of the plantation system and black slavery.

C. The differences between the aristocratic way of life of the Tidewater and the simple hardworking way of the Piedmont led to an ongoing conflict in values.

*Summary:* Much of the conflict in early Virginia grew from the inconsistencies prevalent in a social system that demanded basic human rights, yet based its structure on class distinction and slavery.

## ACTIVITIES Teacher's Resource Guide

### LANGUAGE ARTS

<b>Creative Dramatics</b>	Sociodrama: Virginia Company and Jamestown settlers <b>p. 40/3</b> Role play: The founding of Jamestown <b>pp. 40-41/4</b>	Mock slave auction: See <b>B-1: Student Text</b> Play: "The Planter's Problem" <b>pp. 42-43/3</b>	
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### ART AND MUSIC

	Art: Collage of freedoms <b>p. 41/7</b>		
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### MISCELLANEOUS

<b>Other</b>		Comparisons: Slaves and work-horses <b>p. 42/2</b>	Debate: See <b>C-2: SSSK</b> Mock trial: Bacon <b>pp. 44-45/3</b>
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## CHAPTER 2: Virginia

### Statement to the Teacher

The study of colonial Virginia will acquaint your students with those forces that became important foundations for the newly emerging political and economic systems. The lack of gold in Virginia shifted the colonists' interest to the pursuit of agriculture. The great demand for tobacco resulted in the almost complete specialization of the Virginia economy in the production of tobacco. This specialization, the nature of the tobacco production, and the scarcity of labor resulted in the development of the plantation system and black slavery. The demand of the Virginia settlers for the political rights of English gentlemen resulted in the development of such democratic institutions as representative government, universal suffrage, rights of private property, and religious freedom. All these became important foundations for our emerging national political system. The settlement of the Piedmont by people who were opposed to privileges for the few hastened the development of the idea of a popular democracy—an idea that will recur in later chapters.

### Suggested Lesson Structure

<i>Session</i>	<i>Component</i>	<i>TRG Reference</i>
1.	<b>Text</b> , "Jamestown Is Founded" . . . . .	<b>A-2</b>
	<b>SSSK</b> , "The Starving Time" . . . . .	<b>A-2</b>
2.	<b>TRG</b> , sociodrama . . . . .	<b>A-3</b>
	<b>PB</b> , "What Does the Map Say?" . . . . .	<b>A-5</b>
3.	<b>Text</b> , "Building the Base of a Social System" . . . . .	<b>A-6</b>
4.	<b>TRG</b> , art . . . . .	<b>A-7</b>
5.	<b>Text</b> , "The Foundations of Slavery" . . . . .	<b>B-1</b>
	<b>TRG</b> , comparison . . . . .	<b>B-2</b>

	<b>PB</b> , "Plantations Promote Slavery" . . . . .	<b>B-5</b>
6.	<b>TRG</b> , play . . . . .	<b>B-3</b>
7.	<b>SSSK</b> , "The Slave Ship" . . . . .	<b>B-4</b>
	<b>PB</b> , "How Do Supply and Demand Affect Price?" . . . . .	<b>B-5</b>
8.	<b>Text</b> , "Regions of Virginia" . . . . .	<b>C-1</b>
	<b>SSSK</b> , "Bacon's Rebellion" . . . . .	<b>C-2</b>
9.	<b>TRG</b> , mock trial . . . . .	<b>C-3</b>
10.	<b>Text</b> , "Test Yourself" . . . . .	<b>Summary</b>

### Vocabulary

aristocracy, aristocrat	mercantilism
barrenness	merchant
board of directors	monopoly
charter	peninsula
company	primogeniture
contagion	rebellion
economics	representatives
English common law	royal charter
indentured servant	stockade
joint-stock company	universal suffrage

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#### FOR THE TEACHER

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## FOR THE CHILDREN

- Borreson, Mary Jo. *Let's Go to Colonial Williamsburg*. New York: Putnam. Colorful description of a Tidewater city and the second capital of Virginia.
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## ACTIVITIES

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**Major Idea A:** The evolving social system of the Virginia colony reflected its people's demand for basic human rights.

- To illustrate the planning that was necessary and the financial commitment that had to be made by the colonists or the Virginia Company,** have the students look at the list on page 38 in the text. Then ask them to answer the following questions:
  - Why was this list drawn up? (*To encourage successful settlement*)
  - Do you suppose the first settlers had brought all these things?
  - What unit of money was used at the time? (*Point out that the pound, not the dollar, was used. A pound was then worth the equivalent of about \$10 in U.S. money today.*)
  - Why weren't dollars used? (*The dollar is a unit of U.S. currency and the United States was not yet founded.*)Then, using the list, have the students draw up a budget for a group of ten leaving for Virginia.  
*As a result of this activity the students should be able to describe the provisions that early settlers brought with them and make judgments about the utility of these provisions.*
- To understand the hardships faced by the Jamestown settlers,** the students can read "Jamestown Is Founded," on

pages 33 through 38 in the text. They should also read the third selection, "The Starving Time," in Booklet 2 in the SSSK. Then have them pretend that they were among the original Jamestown settlers. They should write letters from Jamestown to their families in England telling about life in the first year of settlement.

*As a result of this activity the students should be able to express their feelings about the hardships that beset the Jamestown settlement.*

3. **To understand what the Virginia Company expected from their investment in the settlement in Virginia,** the students can act out a sociodrama. Divide the class into three groups. One group should represent the Jamestown settlement. The second group represents the Virginia Company stockholders in London. The third group represents the merchants of England, France, and the rest of Europe and Asia. Then begin the sociodrama:

*Scene 1.* Explain that in this scene the groups are acting out the "dream" of the stockholders of the Virginia Company at the time the company was founded, before the colony in Virginia was established. The Virginia Company stockholders begin the scene by giving supplies to the settlers who are leaving for the colony. An object representing gold (which has been mined in Virginia) is sent to the stockholders by the settlers. The stockholders state what they are going to do with it (buy goods from the merchants) and proceed to purchase a variety of products (classroom art can be used). (The merchants can use hard-sell sales techniques to make the Englishmen aware of their wares.)

*Scene 2.* Reemphasize that scene 1 was the "dream" of the Virginia Company stockholders. Scene 2 represents the reality. This begins with members of each group writing down what they expect from the colony. The stockholders then receive a letter from John Smith. This should be read aloud by a spokesman for the settlers.

The letter says there is no gold in Virginia to be mined but there is a good potential for trade, particularly if the tobacco industry is stimulated. The letter should include the following facts to support this statement:

- Virginia has good soil and a good climate for growing tobacco.
- There is sufficient land to grow large amounts of tobacco.
- Tobacco could be sold in Europe and would therefore be as valuable as gold.

The letter should explain that time will be needed to plant and harvest the crops, and that money will be needed to buy the necessary equipment and to help support the settlers until the first crop can be sold. The stockholders react negatively to this letter, since they expected an immediate return on their investment. They respond by saying that they will not "throw good money after bad" and choose to disband the company.

*As a result of this activity the students should be able to list the original expectations of the three groups and the change in the expectations of the settlers.*

4. **To understand the conflict in goals of the various groups concerned with Jamestown,** the students can review "Jamestown Is Founded," on pages 33 through 38 in the text. Then select three students to participate in a role play. The first student should represent a stockholder of the Virginia Company, which paid for the founding of Jamestown. He should emphasize the fact that his group wanted a return on its investment. A second student should speak for the first colonists. He should emphasize the hardships he and his fellow colonists have faced, pointing out why the company's rules are unjust and unworkable. A third student should represent Captain John Smith and should emphasize why organization and hard work are essential for survival. Then lead the class in a discussion of the three points of view. Point out that both the Virginia Company and Cap-

tain Smith attempted to establish rules for the colony; however, their purposes were different.

*As a result of this activity the students should be able to describe the attitudes of the colonists, the stockholders, and Captain John Smith.*

- 5. To illustrate the fact that the early maps of colonial Virginia were based on faulty scientific information,** have the students complete exercise 2-C in their Problems Book.

- 6. To understand the contributions made to the social system by the colonial Virginians,** the students should read “Building the Base of a Social System,” on pages 39 through 41 in the text. Then select four students to engage in a panel discussion. Ask each student to take one of the following topics: representative government, universal suffrage, rights of private property, religious freedom. During the panel presentation each participating student should describe his topic in terms of what it is and how it was applied in colonial Virginia. A fifth student should act as moderator and pull all the presentations together after each of the four students has been called to report. The moderator should ask him or her to answer the following questions, one at a time:

- Could you tell us again why this right came out of the colonial Virginia experience?
- Can you give us an example of how this right is practiced today?
- What was it about Virginia that made the settlers demand these rights?

*As a result of this activity the students should be able to give present-day examples of the rights established in colonial Virginia.*

- 7. To discover the basis of our social system,** the students can construct a collage of pictures representing freedoms that we enjoy today. Each student should bring to class maga-

zine or newspaper pictures that represent these freedoms. The pictures might illustrate courts, voters, religious practices, or other evidences of people's freedoms. Some might show something as simple as a homeowner working in his garden. Put the pictures up on the bulletin board. Then have the students review “Building the Base of a Social System,” on pages 39 through 41 in the text. List on the chalkboard those rights demanded by the colonists that built a base for our social system. The blackboard list should include:

- trial by jury
- representative government
- the right to private property
- the right to vote
- religious freedom

Ask the students which pictures in the collage best represent the rights listed on the chalkboard. Then ask them to describe any changes that have occurred in these freedoms since colonial days.

*As a result of this activity the students should be able to add to the collage so that it fully represents the rights that were initially demanded by the Virginia colonists.*

**Major Idea B:** Specialization in tobacco production generated the development of the plantation system and black slavery.

- 1. To understand some of the differences in the treatment received by various groups who came to the colonies,** the students can read “The Foundations of Slavery,” on pages 41 through 47 in the text. They should then conduct a mock slave auction in which there are ten or fifteen slaves, a slave auctioneer, several plantation owners who need slaves, and others who have slaves to sell. Give each plantation owner the same amount of play money at the beginning of the auction. Have the auctioneer, in conversation with the plantation owners before the sale, ask why they want to buy and sell slaves. The plantation owners should discuss what characteristics they would look for in a slave; they

should also discuss why they want to sell some of their slaves. The auctioneer should then begin the auction. Ask the students playing the roles of slaves why they would not like to be slaves. The discussion can then turn to the topic of whether the students would rather be indentured servants or slaves. (You should point out that in many cases indentured servants were treated worse than slaves, since the plantation owner had a limited time to get work out of the servant and did not care about his condition at the end of the period. On the other hand, slaves were sentenced to a lifetime of servitude.)

*As a result of this activity the students should be able to express their feelings about slavery and compare its characteristics with those surrounding indentured servitude.*

2. **To understand that slaves were considered possessions**, the students can engage in a comparison activity. Divide the chalkboard into two parts. On one side write “Slave” and on the other side write “Workhorse.” Initiate the activity by asking the students to list what they think are the similarities and differences between the two. For example, one similarity is that both must be fed and kept healthy in order to be useful; one difference is that the slave is a human, with all that fact involves, and the workhorse is a beast. Next, explain the term *object* and apply it to the workhorse. Then explain that the slaveowners saw the slaves as “objects.” On the chalkboard write under the titles the ways in which the two were treated the same:

- Bought and sold at will of owner
- Complete lack of freedom
- Used in whatever way the master thought best.

Explain that many slaveowners looked upon their slaves as workhorses. Ask the students how they think the slaves felt about their servitude. Emphasize the fact that because the owners denied the slaves’ feelings, they had no hope for the future. If time permits, you may wish to update the discussion by asking if we ever treat people as objects today, that

is, whether we ever consider people only in terms of what they can do for us.

*As a result of this activity students should be able to write a paragraph on the differences in the way a person is treated in contrast to the way an object is treated.*

3. **To understand why slavery was such a thriving practice in colonial Virginia and some of the problems surrounding its morality**, the students can act out the play, “The Planter’s Problem.” Select students to play the following roles:

- James Emory, a planter
- Sarah Emory, the planter’s wife
- Mr. Baldwin, a banker
- George, an indentured servant

If possible, duplicate the following dialogue for the players’ use. If duplication is difficult, summarize the positions of the various characters and have the students make up their own dialogue during the course of the play. Tell the class that the time is the fall of 1700 and the place is a large plantation in Virginia. As the play begins, the planter and his wife are seated on the veranda.

SARAH: Isn’t it a nice day, James? I think Virginia is loveliest in the fall.

JAMES: It is beautiful, but it reminds me that I have work to do. Fall means harvest time. The tobacco is ready for cutting now.

SARAH: Will it be a big harvest this year?

JAMES: It sure will! I’ll need all my men to get the work done.

SARAH: Look, here comes Mr. Baldwin, the banker.

MR. BALDWIN: Hello, Mrs. Emory. Hello, Mr. Emory. Your neighbor, Mr. Randolph, wants to sell five acres of his land. It borders your property and is planted with tobacco, ready for harvest.



JAMES: That is good news. I'll have to get in touch with him right away!

SARAH: But, James, how will you harvest the extra tobacco? You said that you will need all the men just to harvest our tobacco.

JAMES: It will be difficult. *(He calls offstage)* George, come here! *(George enters.)*

GEORGE: Yes, Mr. Emory?

JAMES: George, I'm thinking of buying five acres of Mr. Randolph's land. Do you think we have enough men to harvest our tobacco plus five more acres?

GEORGE: That would be a lot of work. I don't think we could do it. Besides, I just got a letter from my cousin in the Piedmont. He asked me to come help him on his farm. There is plenty of land there. I want to go to the Piedmont and own my own land.

JAMES: I'm afraid you can't go until your contract with me expires in the spring. In the meantime, how can I get more workers to help me harvest the extra acres?

MR. BALDWIN: I may be able to help you out, Mr. Emory. A new shipment of slaves has just come in. There are many strong workers. If you bought four or five slaves you would have no trouble harvesting the extra crop.

JAMES: That could solve all my problems!

SARAH: James, I don't think you should buy slaves. It is wrong for one person to own another. We can get along without slaves.

JAMES: But if I buy slaves and harvest the extra crop, we will make a large profit. We'll be rich!

SARAH: What do we need extra money for?

JAMES: You could buy new clothes. We could remodel our home. I would even buy you

a slave to help with the housework.

MR. BALDWIN: And don't forget, you would also have enough money to buy more equipment and horses. You could buy a new carriage. Slaves would be a very good investment.

SARAH: James, slavery is wrong. We have never had to buy slaves before. Why start now?

JAMES: What should I do?

At the end of the play, lead a class discussion of "The Planter's Problem" by asking such questions as the following:

- What is the planter's problem?
- Why does Mr. Baldwin think Mr. Emory should buy slaves?
- Why does Mrs. Emory not want her husband to buy slaves?
- Why can't George leave the plantation until spring?
- What do you think Mr. Emory finally decided to do?

*As a result of this activity the students should be able to write a paragraph on what they would have done in Mr. Emory's position and why.*

4. **To illustrate the conditions under which slaves were captured, transported, and sold,** have the students read the second selection, "The Slave Ship," in Booklet 2 in the SSSK. Then lead a class discussion by asking such questions as the following:

- How were slaves obtained in Africa?
- Under what conditions were the slaves transported?
- What made Gustavus Vasa fear the white men?

*As a result of this activity the students should be able to write a short essay explaining how many blacks were denied their human rights through the institution of slavery.*

5. **To understand that specialization in tobacco production led to the plantation system and the use of slave labor,** the students should complete exercise 2-B in their Problems Book.

6. **To understand that fluctuation in the supply of or the demand for a product can change its price**, the students should complete exercise 2-A in their Problems Book.

**Major Idea C:** The differences between the aristocratic way of life of the Tidewater and the simple hardworking way of the Piedmont led to an ongoing conflict in values.

1. **To understand the causes of conflict between the Tidewater and Piedmont regions**, the students should read “Regions of Virginia,” on pages 50 through 53 in the text. Then lead a class discussion by asking such questions as the following:

- Who could vote in colonial Virginia? Where did these people live?
- Who benefited from laws passed by the House of Burgesses?
- Who was excused from paying taxes? Where did these people live?
- Who benefited from trade with the Indians? Where did these people live?
- How do you suppose you would have felt about the Tidewater residents if you had lived in the Piedmont region?

*As a result of this activity the students should be able to write a short description of the inequities that existed between the Tidewater and the Piedmont regions and the resentments that resulted from these inequities.*

2. **To understand the differences between the Piedmont and Tidewater colonists**, the students can review “Regions of Virginia,” on pages 50 through 53 in the text, and read the third selection, “Bacon’s Rebellion,” in Booklet 2 in the SSSK. Then ask two students to play the roles of Nathaniel Bacon and Governor Berkeley. They should articulate their disagreement in the form of a debate. (See the debate rules listed under “Long-Term Activities” in the Unit One Intro-

duction, page 24.) After the debate is over, ask the class the following questions:

- Would Charles II, who was the king of England at the time, have been a fair referee for this dispute?
- If Bacon had been caught, he probably would have been put to death under the law of the land. Would that happen today?

*As a result of this activity the students should be able to list the differences between the views of Nathaniel Bacon and those of Governor Berkeley.*

3. **To illustrate the issues involved in Bacon’s Rebellion**, have the students participate in a mock trial. They should pretend that Bacon is on trial in absentia because he died before he could be tried. (An alternative would be to conduct a trial for the twenty-three who were eventually hanged.) Appoint one student to play the role of Bacon’s attorney and another to represent the king’s attorney. A judge and jury should also be appointed, and court reporters, witnesses, and others as needed. In his opening statement the lawyer for the rebels should point out the hardships resulting from the drop in the price of tobacco, the Indian raids, inequities in the tax system, and the government’s failure to respond to the needs and desires of the Piedmont residents. The lawyer representing the king and Governor Berkeley should point out the need for law and order. He should point out that Bacon should have used peaceful means to articulate his grievances and that the governor had agreed to make some changes that the Piedmont people wanted. He should also point out the many contributions the Tidewater aristocracy had made to the success of the Virginia colony and the lack of gratitude shown by the Piedmont people. The jury should weigh the evidence carefully and arrive at a verdict.

*As a result of this activity the students should be able to explain the differences between the views of Nathaniel Bacon*

*and those of Governor Berkeley and express their feelings about the justice of the outcome of the rebellion.*

**Summary:** Much of the conflict in early Virginia grew from the inconsistencies prevalent in a social system that demanded basic human rights, yet based its structure on class distinction and slavery.

**To summarize this chapter on colonial Virginia,** have the students turn to page 53 in the text and answer the questions under the heading “Test Yourself.” Student responses should include the following:

1. What is a joint-stock company? What is a monopoly? (*A joint-stock company is one in which many people buy shares. A monopoly is exclusive control by a person or group of all the production of one kind of good or service.*)
2. How did the Spanish colonies enrich Spain? How did England expect her colonies to provide riches? (*Spain got precious metals from her colonies. England hoped to use her colonies as a source of raw materials and as a market for finished goods.*)
3. What rights did the Virginia colonists demand and get? (*They demanded and got the right to elect representatives to make their laws and the right of every man over seventeen to vote.*)
4. Why did tobacco planters need slaves? Why were black Africans the main victims of the slave trade? (*Because tobacco plantations needed large numbers of unskilled workers. Blacks did not have the protection of powerful governments; their race made it difficult for them to escape detection if they ran away.*)
5. What was life like in the Piedmont? What was it like in the Tidewater? How did these differences lead to Bacon’s Rebellion? (*In the Piedmont, life was hard. People were poor, the land was not very fertile, and there was great danger of Indian attacks. In the Tidewater there were many rich planters. The land was good, and the people were safe from Indians. People in the Piedmont felt that they did not have much voice in government and that the wealthy men of the Tidewater were not interested in protecting them. Finally, Bacon took matters into his own hands and led an armed force against the Indians.*)

# CHAPTER 3: New England

## COMPONENTS

### Student Text

Chapter Introduction *The Long Road to America*  
p. 54, pp. 55-57 **pp. 49-50/1**

*Early Problems*  
pp. 57-60 **p. 50/2**

*Puritan Problems in England*  
pp. 60-61 **p. 51/1**

*Establishing a Utopia*  
pp. 62-66 **p. 52/8**

*New Ideas Emerge, Puritan Power Declines*  
pp. 67-68, pp. 68-71 **p. 53/1**

*Puritan Power Declines*  
pp. 68-71 **p. 54/4**

*Test Yourself - answers*  
p. 71 **p. 54/Summary**

### Problems Book

*Puritan Beliefs*  
p. 13 **p. 52/5**

*Puritan Values Today*  
p. 12 **p. 52/6**

*Have These Laws Changed?*  
p. 14 **p. 52/7**

*Triangular Trade*  
p. 15 **p. 53/10**

### SSSK

*On Puritan Intolerance*  
Booklet 3 **p. 51/2**

## MAJOR IDEAS

A. The Pilgrims, religious refugees from England, were the authors of the Mayflower Compact—a document that planted the seed of representative democracy.

B. The Puritans hoped to establish a “sensible Utopia” based on participatory democracy, a simple life, and the belief that wealth is the reward of hard work.

C. The Puritan social system was challenged by dissenters, which led to the separation of church and state, to tolerance, and to the creation of truly representative government.

*Summary:* The social system begun by the Pilgrims was influenced by Puritan values and then refined, through dissension, into a system based on freedom of religion and popular democracy.



## ACTIVITIES Teacher's Resource Guide

### LANGUAGE ARTS

Creative Writing		See <b>B-8: Student Text</b>	
Creative Dramatics		Role play: Puritan leaders <b>p. 51/3</b>	Role play: See <b>C-1: Student Text</b>

### MISCELLANEOUS

Other		Town meeting: Establishing a school <b>pp. 52-53/9</b>	Town meeting: Should witch trials be abolished? <b>p. 53/2</b> Discussion: Religious dissension <b>p. 54/3</b>
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## CHAPTER 3: New England

### Statement to the Teacher

In the study of New England there are three important ideas that should be emphasized. The first centers on the draft of the Mayflower Compact. It shows the determination of the English colonists to live under the rule of law and expresses their desire to build a government based on the consent of the people. Stress to your students the novelty of this idea. It evolved at a time when most nations were governed by a king, whose authority was believed to come from the grace of God.

The second idea relates to Puritan beliefs. The Puritans turned their attention from heaven to earth. They wanted to establish a utopian community—a heaven on earth based on the teachings of the Bible. Reading the Bible required literacy. Literacy required putting emphasis on education. Education opened the gates of knowledge.

The consequences of opening the gates of knowledge represents the third important idea. Education, which was originally urged to enable all church members to read the Bible and understand their ministers' sermons, became the foundation for a political system based on an informed, self-governing citizenry, with the freedom to worship as they saw fit.

### Suggested Lesson Structure

<i>Session</i>	<i>Component</i>	<i>TRG Reference</i>
1.	<b>Text</b> , Chapter Introduction, "The Long Road to America" .....	<b>A-1</b>
2.	<b>Text</b> , "Early Problems" .....	<b>A-2</b>
3.	<b>Text</b> , "Puritan Problems in England" .....	<b>B-1</b>
4.	<b>SSSK</b> , "On Puritan Intolerance" .....	<b>B-2</b>
	<b>PB</b> , "Puritan Values Today" .....	<b>B-6</b>

5.	<b>PB</b> , "Puritan Beliefs" .....	<b>B-5</b>
5.	<b>PB</b> , "Have These Laws Changed?" .....	<b>B-7</b>
6.	<b>Text</b> , "Establishing a Utopia" .....	<b>B-8</b>
7.	<b>TRG</b> , town meeting .....	<b>B-9</b>
	<b>PB</b> , "Triangular Trade" .....	<b>B-10</b>
8.	<b>Text</b> , "New Ideas Emerge," "Puritan Power Declines" .....	<b>C-1</b>
9.	<b>TRG</b> , poem .....	<b>C-3</b>
	<b>TRG</b> , town meeting .....	<b>C-2</b>
10.	<b>TRG</b> , discussion .....	<b>C-4</b>
11.	<b>Text</b> , "Test Yourself" .....	<b>Summary</b>

### Vocabulary

allegiance	Mayflower Compact
Anglican church	moderation
bigotry	Pilgrim
body politic	prosperity
common	Puritan
compulsory education	Quaker
freemen	Salem witch trials
Glorious Revolution	Separatist
intolerance	town meeting
levy	utopia
majority rule	Wampanoag Indians
mass hysteria	

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## ACTIVITIES

**Major Idea A:** The Pilgrims, religious refugees from England, were the authors of the Mayflower Compact—a document that planted the seed of representative democracy.

- To understand the common hope that led the Pilgrims to settle in the New World**, the students can read the introduction to Chapter 3 in the text and "The Long Road to America," on pages 55 through 57. Then lead a class discussion by asking such questions as the following:
  - Why were the Pilgrims dissatisfied with life in England?
  - To what country did they go first to establish a new life? Why did they leave this country?
  - How did the Pilgrims finance their voyage to America?
  - Why did the Pilgrims settle in New England instead of in Virginia?
  - How did the Pilgrims' goals differ from those of the first settlers at Jamestown? (*The first settlers at Jamestown had come to the New World to seek their fortunes; the Pilgrims sought religious freedom from the Church of England.*)

Then ask the students to pretend they are Separatist children in 1620. Each student should write a short story about his

moves from England to Leiden and from Leiden to America, explaining his feelings about the voyage to America and his hopes for the future.

*As a result of this activity the students should be able to explain the conditions that led to the settlement of Plymouth.*

2. **To understand the significance of the Mayflower Compact,** the students can read “Early Problems,” on pages 57 through 60 in the text. Then select six students with good reading skills to read aloud, either in unison or each reading a part, the Mayflower Compact as it appears on page 406 in the appendix to the text. After the presentation one of the committee members should explain who the passengers on the *Mayflower* were. Another committee member should describe the business proposition between the Separatists and the Virginia Company, using the text section entitled “A Business Proposition” (page 56) as a reference. A third committee member should explain the meaning of the Mayflower Compact.

Then point out that this simple document, combined with the colonists’ goal of creating a permanent settlement, led to the formation of the following:

- A family institution that enabled the Pilgrims to build homes and raise children
- Economic institutions that enabled the Pilgrims to make use of resources
- Political institutions that enabled the Pilgrims to make laws
- Judicial institutions that enabled the Pilgrims to enforce laws
- Cultural institutions that enabled the Pilgrims to practice their beliefs and customs

Then lead a class discussion by asking such questions as the following:

- Why was it necessary to establish a government?
- What had happened to the first settlers at Jamestown that proved the necessity for order under such negative conditions as the colonists faced?

- Were all the colonists held together by religious ties? (*No, some only wanted land of their own.*)
- What was unique about the Mayflower Compact that had not been true during the settlement of Jamestown? (*The agreement that laws were to be made for the general welfare of the colony*)

*As a result of this activity the students should be able to identify the various ideas in the Mayflower Compact and explain their importance to the success of the colony.*

3. **As a follow-up activity,** the students should read the second selection, “Massachusetts Bay Colony Declares Its Rights,” in Booklet 3 of the SSSK. They should then compare the list of Massachusetts’s rights and the Mayflower Compact. They should also try to determine which of the ideas in this list came directly from the Mayflower Compact.

4. **To understand the hostility that eventually grew up between the New England settlers and the Indians,** the students should study the picture-map on page 55 in the text. Tell the students that this is one of the first drawings of a New England scene. Point out the detail in the center of the map. Then lead a class discussion of the following questions:

- What rivers are shown on the map?
- What area is shown on the map? (*A section of New England*)
- Who are the groups shown fighting?
- How is this picture different from the usual Thanksgiving picture?
- What do you think caused the breakdown in the good relationship between the Indians and the New England settlers? (*As the settlers increased in number they took over more and more land. The Indians fought to keep their land; the settlers fought to continue their settlements.*)
- Although the Indians outnumber the settlers in this picture, who do you think won? Why?



*As a result of this activity the students should be able to describe the relationship that evolved between the English colonists and the Indians.*

**Major Idea B:** The Puritans hoped to establish a “sensible utopia” based on participatory democracy, a simple life, and the belief that wealth is the reward of hard work.

1. **To understand the concepts that lay behind Puritan beliefs and behavior**, the students should read “Puritan Problems in England,” on pages 60 through 61 in the text. Then lead a class discussion by asking such questions as the following:

- Were the Puritans satisfied with church practices and beliefs in England? How did they want to change the church?
- What was the Puritan attitude toward wealth? Did it matter how wealth was obtained?
- How did the Puritans feel about hard work? Did the purpose of the work affect its value?
- What do you think the Puritans would have thought of a religious rock musical being performed in church?

*As a result of this activity each student should be able to select one Puritan belief that he does or does not agree with and give reasons why he does or does not support that belief.*

2. **To illustrate the problem of intolerance and how it prevailed in Puritan New England**, have the students read the first selection, “On Puritan Intolerance,” in Booklet 3 in the SSSK. Then ask the students how they think the Puritans would have responded to the following statement by J. William Fulbright:

“We do not know, nor can we know with absolute certainty, that those who disagree with us are wrong. We are human and therefore fallible; we cannot escape the *element of doubt* as to our own opinions and convictions.”

*As a result of this activity each student should be able to write a short essay explaining his feelings about intolerance and whether intolerance had positive or negative effects on the growth and success of the settlement at Plymouth.*

3. **To understand the beliefs of the Puritan leaders and those who disagreed with them**, the students can review “Puritan Problems in England,” on pages 60 through 61 in the text. Then selected students should be assigned to play the roles of John Winthrop, Squanto, Anne Hutchinson, Roger Williams, and King James II. These students should read “New Ideas Emerge” and “Puritan Power Weakens,” on pages 67 through 71 in the text. Each player should make a sign to hang around his neck with his role name on it. A reporter for an English newspaper should ask each of the players the following questions according to the role he plays. (The reporter should be instructed to ask “Why?” if he gets a yes or no answer.)
  - Do you believe in freedom of worship?
  - Do you believe in separation of church and state?
  - Should everyone have the right to vote?
  - Which is more important—worldly pleasure or hard work?
  - How do you think Indians should be treated?
  - How should Quakers be treated?
  - How should witches be treated?
  - Does loyalty to the king mean loyalty to his religion?
  - Is there one true religion?
  - Should there be education for everyone or for only the few?

*As a result of this activity the students should be able to give examples of Puritan beliefs and express their own feelings about them.*

4. **To understand the contribution made by the New England schools and the original reasons for these schools**, the students can study the picture on page 63 in the text. Explain

that this primer was used throughout the colonies and over three million copies were printed. Then ask the students to answer the following questions:

- What was taught in the primer besides the alphabet?
- Why was this book called the “Little Bible of New England”?
- What was the principal reason for teaching children to read?
- Do you think wide use of this one primer helped unite the colonies later?
- How is the primer different from your schoolbooks?

*As a result of this activity the students should be able to describe the characteristics of the New England primer and explain how it is different from today's schoolbooks.*

5. **To demonstrate the fact that the Puritan way of life was based on beliefs that influenced the entire nation,** have the students complete exercise 3-B in their Problems Book.
6. **To understand that Puritan values such as hard work, aid to education, and thrift affect our way of life,** the students can complete exercise 3-A in their Problems Book.
7. **To understand that because of changing values and a changed sense of justice, many Puritan laws governing conduct (blue laws) have become outmoded,** the students can complete exercise 3-C in their Problems Book.
8. **To understand the problems involved in building a utopia,** the students can read “Establishing a Utopia,” on pages 62 through 66 in the text. Then ask them to write an essay describing a perfect society—a utopia. Explain that an essay is a short composition in which the writer presents facts and relates his personal feelings about the topic. The essays can be accompanied by artwork that illustrates each student's concept of a utopia. The essays and artwork should be displayed around the room. Ask several students to ex-

plain their work to the rest of the class. Point out the differences in the various concepts of utopia. Then lead a class discussion by asking the following questions:

- Do you think it is possible to build a utopia that most people consider ideal?
- Would a utopia have to be based on self-government?
- What part would religion have to play in a utopia?
- Is it foolish to dream of utopias? Why, or why not?

*As a result of this activity the students should be able to identify the meaning of utopia and the difficulties surrounding the building of one.*

9. **To understand the contribution of town meetings to American government,** the students can review “Establishing a Utopia,” on pages 62 through 66 in the text. Then have them hold a town meeting to discuss establishing a school. Remind them that according to law, towns of over a hundred families had to establish grammar schools. If possible, the class should hold its meeting during a free period. The students should elect a moderator who should maintain order and make sure everyone has a chance to speak before a vote is taken. Then meeting should start with a discussion of what rules of order will be made and followed and should continue until everyone has been heard. (Make sure the moderator understands that everyone should have an opportunity to speak.) The following questions should be discussed during the town meeting.
  - Why do we need a school?
  - Where should classes be held? (in the church? or should a school be built?)
  - How should the teacher be selected?
  - How should the money be raised to pay the teacher?
  - What subjects should be taught?

Following this, a current topic of interest to the students should be discussed in a second town meeting. Such a topic might be a cleanup campaign. In this discussion the following questions might be raised:

- Why is such a campaign necessary and desirable?
- When should it be held?
- How should volunteers be recruited?
- What kind of publicity is needed?
- Will any money be needed? If so, where will the money be raised?

To relate this activity to today's government, ask the students the following questions after the meeting:

- Are there any local organizations in your neighborhood that hold meetings like this?
- Are town or city council meetings held like this? (*No*) Why not? (*Because we elect representatives to voice our opinions*)
- Why wouldn't a town meeting work as well today in most parts of our country as it did in the colonial past?

*As a result of this activity the students should be able to identify a variety of characteristics of a town meeting, its attributes as well as its shortcomings.*

- 10. To illustrate the fact that a nation that buys goods and services from another country must pay for them with goods and services or in gold,** have the students complete exercise 3-D in their Problems Book.

**Major Idea C:** The Puritan social system was challenged by dissenters, which led to the separation of church and state, to tolerance, and to the creation of truly representative government.

- 1. To understand the conflict that existed in New England between the Puritan leaders and others,** the students can read "New Ideas Emerge" and "Puritan Power Declines," on pages 68 through 71 in the text. Then have selected students participate in a role play. Have one student play the role of a Puritan leader who gives a speech concerning what Puritans believe and why they so believe. He should tell about the religious, political, economic, and legal beliefs held by most Puritans. Another student should announce

that he is Roger Williams, a Puritan minister, who has some objections to what was said. He should emphasize his opposition to compulsory church attendance, religious intolerance, government controlled by the church, and limitations on free speech. Another student should play the role of Anne Hutchinson and make further objections, stating her beliefs. A third objector could be Thomas Hooker. Others might include an accused witch and the royal governor sent by William and Mary. (As an alternative to role-playing, the students might tape their comments in the classroom. When all the speeches have been recorded, the tape could be played to the class as a radio show.) After the role play list Puritan values on the chalkboard. Then ask the students if they think each of these values still applies to American beliefs today.

*As a result of this activity the students should be able to explain why the dissenters disagreed with Puritan values.*

- 2. To demonstrate the religious intolerance in Massachusetts,** have the students hold another town meeting to discuss whether the witch trials should be abolished. During the meeting several students should suggest reasons why they should be continued. (Reasons might include ridding the town of evil and fear for their children's safety.) Other students should suggest reasons why the trials should be abolished (there is no such thing as a witch, the trials divide the community, and so on). After the meeting lead the students in a discussion by asking the following questions:

- Do you think witches exist?
- What do you think a witch would do?
- If there were no witches in Salem, why were people put to death?
- Why do you think fear among many people a dangerous thing?

*As a result of this activity the students should be able to list two reasons why the Salem witch trials were held and why they were dangerous to the community.*

3. **To illustrate an attitude about religious dissension that makes fun of intolerance and raises a serious point**, read the following poem to the students:

“If a religious man runs mad,  
In spite of all his learning,  
Or if his belief is bad,  
It will not be improved by burning.”

(Based on a poem by  
W. M. Praed)

Then lead a class discussion by asking such questions as the following:

- What is this poem saying?
- Does the author approve of religious persecution?
- If the author had read the verse at a witch trial, what do you suppose would have happened?
- What would Roger Williams and Anne Hutchinson possibly have said in response to this verse?
- Does this statement have anything to say to us today?

*As a result of this activity the students should be able to express their feelings about a person's right to his beliefs and how they are affected by persecution.*

4. **To illustrate the causes of the Puritans' loss of power in America**, have the students read “Puritan Power Declines,” on pages 68 through 71 in the text. Then ask them to list the causes of this decline. Write the causes on the chalkboard. The list should contain the following points:

- Laws and customs weakened through lack of support by the people.
- Bigotry kept new members from joining the Puritan church.
- Bad treatment of the Quakers gained enemies for the Puritans.
- Merchants enjoyed economic success and became new leaders; they rejected Puritan values.
- Witch trials hurt the Puritans' reputation.

Then ask the students if any of the causes listed could work toward the failure of power groups today. Point out that

unwillingness to change, intolerance and bigotry, and the persecution of dissenters are dangerous conditions at any time.

*As a result of this activity the students should be able to explain what caused the decline of Puritan power.*

**Summary:** The social system begun by the Pilgrims was influenced by Puritan values and then refined, through dissension, into a system based on freedom of religion and popular democracy.

**To summarize this chapter on New England**, have the students turn to page 71 in the text and answer the questions under the heading “Test Yourself.” Student responses should include the following:

1. Who were the Separatists? Why did some of them want to go to America? (*They were people who were dissatisfied with the Church of England and wanted to break away from it. They wanted to go to America to avoid persecution by the government, which supported the Church of England.*)
2. The fact that the Pilgrims landed far north of the Virginia Company's land is important in our history. Why? (*Because the Pilgrims landed outside the territory governed by the Virginia Company, they had to learn to govern themselves.*)
3. What was the importance of the Mayflower Compact? (*It was the first agreement in America that a group would be governed by the will of the majority.*)
4. Who were the Puritans? What were their ideas about work? money? education? pleasure? the beliefs of others? (*The Puritans wanted to reform the Church of England by making it simpler and less corrupt. They believed that God wanted people to work hard and that wealth was the natural reward for a righteous life. They respected education and made it compulsory that towns set up public schools. They liked simple pleasures in moderation. They were very intolerant of people who believed differently.*)
5. What were some things that caused the Puritans to lose power? Who took their place as leaders? (*Younger people became disillusioned with the intolerance of the older Puritans. The merchant class gradually took their place as leaders.*)





## CHAPTER 4: Pennsylvania

### COMPONENTS

#### Student Text

Chapter Introduction, *William Penn and the Quakers*

p. 72, pp. 73-74 p. 59/1

*Penn Plans Philadelphia*

pp. 74-77 p. 59/2

*Life in the Colony*

pp. 77-83 p. 60/6

*Problems of a Growing Colony*

pp. 80-83 pp. 61-62/1

*Test Yourself* - answers

p. 83 pp. 63-64/Summary

#### Problems Book

*How Was Philadelphia Planned?*

p. 18 p. 59/3

*Values for Daily Living*

p. 17 p. 61/10

*Products of the Colonies*

p. 16 p. 63/3

#### SSSK

*An Account of Pennsylvania*

Booklet 4 pp. 59-60/4

*Journey to Pennsylvania, The Slave Ship*

Booklets 4 and 2 p. 60/5

*A Sermon to Black Slaves, Quaker Views on Slavery*

Booklet 4 p. 62/2

### MAJOR IDEAS

A. In 1670 William Penn established the colony of Pennsylvania, which reflected the Quaker beliefs of tolerance, simplicity, honesty, and freedom of religion.

B. The Quaker beliefs were undermined by the increasing wealth of the few.

C. Compared to the people of the colonies of Virginia and Massachusetts, the people of Pennsylvania, who were protected by a constitution, enjoyed a better way of life, which invited people from all parts of Europe.

*Summary:* Some of the goals of William Penn's "Holy Experiment" were compromised by the reality of life in the New World, but many basic Quaker beliefs survived.

## ACTIVITIES Teacher's Resource Guide

### LANGUAGE ARTS

<b>Creative Writing</b>			Essay: Favorite colony p. 63/4
<b>Creative Dramatics</b>	Sociodrama: Quaker beliefs p. 61/8 Playlet: Quaker belief in pacifism p. 61/9	Role play: Quakers' vs. Bacon's views about slavery p. 62/2	

### MISCELLANEOUS

<b>Community Resources</b>	Speaker: Quaker pp. 60-61/7		
<b>Other</b>		Discussion: Conflicting values in Pennsylvania colony p. 62/3	Discussion: Differences between Puritan and Quaker com- munities pp. 62-63/1 Matching game: Contributions of different colonies p. 63/2

## CHAPTER 4: Pennsylvania

### Statement to the Teacher

The rigidity of the Church of England served to provide the initial motivation for establishing yet another colonial community in America. William Penn's "Holy Experiment" took root in Pennsylvania.

The study of colonial Pennsylvania will give your students a great opportunity to discover the kind of social climate that is favorable to the development of an international community. The social climate of Pennsylvania was established by the Quakers. Their belief in tolerance, simplicity, honesty, and a peaceful attitude toward their fellowman created an atmosphere that drew settlers from England and Europe. In Pennsylvania these settlers found opportunities for a new life based on individual worth, the equality of all men, and the belief that man can govern himself.

Though the social and political systems in Pennsylvania did not fully conform to Penn's initial goals, his experiment put into action many of the concepts that would eventually lead to the birth of a new nation.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , Chapter Introduction, "William Penn and the Quakers" . . . . .	<b>A-1</b>
2.	<b>SSSK</b> , "An Account of Pennsylvania" . . . . .	<b>A-4</b>
	<b>SSSK</b> , "Journey to Pennsylvania," "The Slave Ship" . . . . .	<b>A-5</b>
3.	<b>Text</b> , "Penn Plans Philadelphia" . . . . .	<b>A-2</b>
	<b>PB</b> , "How Was Philadelphia Planned?" . . . . .	<b>A-3</b>
4.	<b>TRG</b> , playlet . . . . .	<b>A-9</b>
5.	<b>TRG</b> , sociodramas . . . . .	<b>A-8</b>

	<b>PB</b> , "Values for Daily Living" . . . . .	<b>A-10</b>
6.	<b>Text</b> , "Problems of a Growing Colony" . . . . .	<b>B-1</b>
7.	<b>SSSK</b> , "A Sermon to Black Slaves," "Quaker Views on Slavery" . . . . .	<b>B-2</b>
8.	<b>TRG</b> , discussion . . . . .	<b>C-1</b>
	<b>TRG</b> , matching game . . . . .	<b>C-2</b>
9.	<b>PB</b> , "Products of the Colonies" . . . . .	<b>C-3</b>
	<b>TRG</b> , creative writing . . . . .	<b>C-4</b>
10.	<b>Text</b> , "Test Yourself" . . . . .	<b>Summary</b>

### Vocabulary

Amish	Holy Experiment
Assembly	Mennonite
Charter of Privileges	Moravian
civilized	overseer
constitution	pacifism
deputy	province
flourish	Quaker

### Bibliography

#### FOR THE TEACHER

Wallace, Paul A. *Pennsylvania: Seed of a Nation*. New York: Harper & Row. A history of Pennsylvania with emphasis on its role in the founding of our nation.

#### FOR THE CHILDREN

Carpenter, Allan. *The Enchantment of Pennsylvania*. Chicago: Childrens Press. Record of the geography, history, and culture of Pennsylvania from ancient times to the present.

Dolson, Hildegard. *William Penn: Quaker Hero*. New York: Random House. Emphasis on Penn's idea of religious liberty.



- Elgin, Kathleen. *The Quakers: The Religious Society of Friends*. New York: McKay. Offers an introduction to Quakerism while describing how the Quakers have helped America grow.
- Gray, Elizabeth. *Penn*. New York: Viking. Emphasizes the influence of Penn's ideals of democracy on the United States.
- Haviland, Virginia. *William Penn: Founder and Friend*. New York: Abingdon Press. Biography of the founder of the City of Brotherly Love.
- Hunt, Mabel Lee. *Johnny Up and Johnny Down*. Philadelphia: Lippincott. Quaker customs are revealed through a story of two young cousins.
- Loder, Dorothy. *The Key to Philadelphia*. Philadelphia: Lippincott. Account of physical, cultural, and historical elements of the City of Brotherly Love.
- Mason, Miriam E. *William Penn: Friendly Boy*. Indianapolis: Bobbs-Merrill. Relates how the influence of his background led Penn to establish Philadelphia.
- Milhous, Katherine. *Through These Arches; The Story of Independence Hall*. Philadelphia: Lippincott. The history of Philadelphia as a city of freedom makes it a fitting place for the building of Independence Hall.
- Worth, Kathryn. *They Loved to Laugh*. Garden City, N. Y.: Doubleday. Description of the life of a Quaker family in North Carolina.

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## ACTIVITIES

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**Major Idea A:** In 1670 William Penn established the colony of Pennsylvania, which reflected the Quaker beliefs of tolerance, simplicity, honesty, and freedom of religion.

- To understand some of the problems involved in establishing freedom of religion**, the students can read the introduction to Chapter 4 and "William Penn and the Quakers," on pages 73 through 74 in the text. Review Chapter 3 on the Puritans with them. Help them make a list of Puritan and Quaker beliefs, and have them add to the list of Quaker beliefs as Chapter 4 is covered. Then discuss why the Puritans, because of their own beliefs, would not welcome the Quakers to their colonies.  
*As a result of this activity the students should be able to describe Quaker beliefs and the Puritan attitude toward them.*
- To understand the relation between Quaker beliefs and the design and activities of the city of Philadelphia**, the students can study the plan of Philadelphia pictured on page 76 in the text and read "Penn Plans Philadelphia" on pages 74 through 77. Then ask them to explain how the welfare of the individual was promoted by Penn's "Holy Experiment." Lead them to point out such features as the following:
  - People of all beliefs and ways of life were welcome.
  - Laws in Pennsylvania were based on the individual's rights and freedoms.
  - All children were provided with education and training.
  - The government was representative even if not truly democratic.
  - Indentured servants received gifts of land.*As a result of this activity each student should be able to identify some of the ways in which Philadelphia reflected Quaker beliefs.*
- To understand the fact that Philadelphia, the main city of the colony of Pennsylvania, was carefully planned in location and layout**, the students can complete exercise 4-C in their Problems Book.
- To understand what motivated the first immigrants to come to the Pennsylvania colony**, the students can read the fourth selection, "An Account of Pennsylvania," in Booklet 4 in the SSSK. Explain to them that when reading the selection they should look for as many factors as possible that could have motivated immigrants to come to Pennsylvania. You

might point out that while immigrants could have been influenced by the material benefits of relocating in Pennsylvania, they might also have been affected by the undesirable living conditions where they lived. Help them discover that a more perfect society might be found if its members do not have to fight a bitter struggle for existence. Then discuss with the students the importance of material well-being as a foundation for a democratic society. Help them compare the standard of living in democratic countries with that in totalitarian countries. Then ask them whether they think there is any relation between material well-being and political freedom.

*As a result of this activity the students should be able to list some of the major factors that influenced early immigration to Pennsylvania.*

- 5. To illustrate the fact that some immigrants were so eager to begin a new life in America that they sold themselves into indentured servitude for several years to obtain their passage, and to contrast the indentured servant system with the slave system,** have the students read the first selection, "Journey to Pennsylvania," in Booklet 4 in the SSSK and review the second selection, "The Slave Ship," in Booklet 2. Then lead the class in a discussion of the following questions:

- How did the indentured servants' sea journey to America compare with that of Africans brought over in slavery? (*Indentured servants traveled on regular ships with free passengers; African slaves were crowded into galleys on slave ships.*)
- Why were indentured servant and slave families often broken apart?
- From Mittelberger's account, would you say that indentured servants had an easy time during their servitude?
- How were the terms of the indentured servant's contract different from the terms of slavery? (*Slaves had no contract, they were at the mercy of their owners; indentured*

*servants were guaranteed their freedom after a set number of years.*)

- What was the major difference between an indentured servant's experience and a slave's? (*An indentured servant chose to leave his homeland and exchange his labor for his passage; a slave was kidnapped and forced to leave his homeland. Slaves had no choice.*)

*As a result of this activity the students should be able to compare the treatment given slaves and that given indentured servants.*

- 6. To understand what life was like for settlers in Pennsylvania,** the students can read "Life in the Colony," on pages 77 through 83 in the text. Then have them discuss such questions as the following:

- How did the Quakers' way of life reflect their beliefs?
- How did the settlers' good relations with the Indians affect their life in Pennsylvania?
- How did the German immigrants affect life in Pennsylvania?

*As a result of this activity the students should be able to list some of the reasons that settlers were attracted to Pennsylvania.*

- 7. To illustrate the fact that Quakers still hold many of the beliefs that Penn established in Pennsylvania,** invite a Quaker to address the class. The Society of Friends does not have a full-time clergy; however, one of their members will probably be willing to speak. (If no one is available in your community, you might suggest that a group of students write to the American Friends Service Committee, 160 N. 15th St., Philadelphia, Pa. 19102. They should ask the same questions that are suggested for the speaker.) Ask the speaker to make some comments about the beliefs of Quakers today and then answer student questions. Before the speaker arrives, help the students develop questions they might want to ask. For example:

- Do Quakers still go to prison rather than go against some of their beliefs?
- Do Quakers still believe in the “inner voice”?
- In the minds of Quakers today, was Penn’s Holy Experiment a success?
- Do all Quakers agree on the various aspects of their religion?
- The text says that many of the early Quakers were difficult to live with. Is this true today?

*As a result of this activity the students should be able to identify some of the differences and similarities between Quakers living today and those who lived 200 years ago.*

- 8. To understand the values and beliefs of the Quakers and their influence on American life today,** the students can act out sociodramas. Select small groups to present the following Quaker beliefs to the class:

- All men are created equal
- Honesty
- Tolerance
- Merit should be rewarded
- Pacifism

At the conclusion of each sociodrama the class should guess which Quaker belief has been dramatized.

*As a result of this activity the students should be able to list the Quaker beliefs that were presented and to express their feelings about them.*

- 9. To understand the importance to the Quaker of following his inner voice (conscience),** the students can act out the following playlet:

*Cast:* A QUAKER, A NON-QUAKER (both are eighteen years old), and UNCLE SAM.

UNCLE SAM: I want you to serve in my army!

NON-QUAKER: I will go with you, Uncle Sam. I want to serve my country. If I have to die for it, I will.

QUAKER: I cannot join your army, Uncle Sam. My conscience tells me that I cannot fight—not for myself and not for my country.

NON-QUAKER: You are nothing but a coward! I believe that every eighteen-year-old must help defend his country.

QUAKER: I’m sorry, but I believe the inner voice that I hear tells me not to fight. This is the voice of God speaking to me. No law is as important as what God says.

The rest of the students can help Uncle Sam decide what to do about this problem. In making their decision the students should consider the following questions:

- Should the Quaker be forced to serve in the army?
  - Should the Quaker be excused from serving in the army?
- As a result of this activity the students should be able to express their feelings about the Quaker belief in pacifism and to explain why they feel as they do.*

- 10. To understand that values are important guides for daily behavior,** the students can complete exercise 4-B in their Problems Book.

**Major Idea B:** The Quaker beliefs were undermined by the increasing wealth of the few.

- 1. To understand some of the problems faced by the settlers in Pennsylvania,** the students can read “Problems of a Growing Colony,” on pages 80 through 83 in the text. Then lead a class discussion by asking such questions as the following:

- How did the arrival of a small class of wealthy people in Philadelphia affect life in the colony?
- Why were the values of the wealthy in conflict with those of the Quakers?
- How did the common people feel about power in the hands of the few?

- How did Penn try to solve their conflict?

*As a result of this activity the students should be able to identify some of the problems that resulted from the conflict between the wealthy and the common people in Pennsylvania.*

- 2. To understand that people thought differently about the social and political positions of the slaves,** the students can read the second and third selections, “A Sermon to Black Slaves” and “Quaker Views on Slavery,” in Booklet 4 in the SSSK. Then ask one student to play the role of Thomas Bacon and another to play the role of the Quaker who wrote the report from Philadelphia. Each speaker should state his point of view concerning the slaves. Ask the other students to pretend that they are slaves living in the 1700s. They should react to the statements of the two religious spokesmen by pointing out the elements in the speakers’ presentations that they agree with and those that they disagree with. Make sure that they give reasons for their feelings about the speakers’ statements. After the role play ask the students such questions as the following:

- Do both religious spokesmen consider slaves legal property to be used to produce wealth?
- According to each spokesman, what was the role of slaves?
- Did both Bacon and the Quakers see slavery as interfering with God’s will on earth?
- What advice did Bacon give to the slaves?
- What did the Quakers say that slaveowners should do with their slaves?

*As a result of this activity the students should be able to summarize Bacon’s arguments for slavery and the Quaker arguments against slavery to discover the relation between a person’s beliefs and his attitudes toward human beings.*

- 3. To understand how Penn’s Holy Experiment fell short of some of its goals,** the student should review “Problems of a

Growing Colony,” on pages 80 through 83 in the text. Then list on the chalkboard the following conditions that came to exist in Pennsylvania:

- Wealthy newcomers were allowed to keep slaves.
- Wealthy newcomers dressed in fine clothes and lived in great houses.
- Catholics and Jews were prohibited from voting.
- Wealthy Quakers took control of the government.

Ask the students to identify which of Penn’s beliefs each of the above conditions violates.

*As a result of this activity the students should be able to identify several conflicting values in the Pennsylvania colony.*

**Major Idea C:** Compared to the people of the colonies of Virginia and Massachusetts, the people of Pennsylvania, who were protected by a constitution, enjoyed a better way of life, which invited people from all parts of Europe.

- To illustrate the fact that many of the differences between the Puritan communities of Massachusetts and the Quaker communities of Pennsylvania were chiefly a matter of degree and intent rather than application,** lead a class discussion by asking such questions as the following:
  - Why did the Puritans leave England?
  - Why did the Quakers leave England?
  - Did the Puritans have a form of representative government? Did the Quakers?
  - Who were the freemen in Massachusetts? (*Only members of the Puritan church*)
  - Who could vote in Pennsylvania? (*Only men who believed in God and owned property*)
  - Did Massachusetts have compulsory education? Did Pennsylvania?
  - What was the purpose of compulsory education in Massachusetts? (*To enable all people to read the Bible and understand church sermons*)



- What was the main purpose of compulsory education in Pennsylvania? (*To enable all people to make a good living*)
- Who was welcome in the Puritan community? in the Quaker community?

*As a result of this activity the students should understand that the major difference between the social systems set up by the Puritans and the Quakers was the Quakers' eagerness to welcome all settlers regardless of their religious beliefs.*

- 2. To demonstrate the different contributions made by the various colonies,** write individual contributions made by each colony on 3×5 cards and place them in a container. Ask each student to draw a card, read it to the class, and name the colony that was the primary contributor of this idea to the American social system. If the class agrees with the student's choice of colony, he should put the card on the bulletin board under the name of the appropriate colony. If there are two or three colonies, have the student choose the most appropriate and explain his selection. The names of the colonies should be written in large letters—VIRGINIA, MASSACHUSETTS, PENNSYLVANIA. (Masking tape and the chalkboard can be used if a bulletin board is not available.) Some of the ideas that can be written on the cards: Town Meeting, Universal Suffrage, Religious Freedom, Public Schools, Aristocracy, Separation of Church and State, God's Blessing Is Work's Reward, All Men Are Created Equal.

*As a result of this activity the students should be able to identify the various contributions made by the three colonies to the emerging social system.*

- 3. To understand the fact that because their geographical positions differed, the first American colonies produced different products from land and sea,** the students can complete exercise 4-A in their Problems Book.

- 4. To demonstrate the fact that there were great differences among the colonies and a wide variety of reasons for people coming to America,** have each student vote on the colony he would most like to have joined if he had been a colonial settler. Place the names of the colonies that have been studied on the chalkboard and record the number of votes that were given to each colony. Ask each student to put the name of the colony he voted for at the top of a piece of paper and to write a one-page essay explaining why he would have wanted to live in that colony. After the papers have been completed, the students should be put in groups according to the colony they voted for. Each group of students should create a large poster or display that would advertise their colony.

*As a result of this activity each student should be able to explain why he feels that his colony is the best one.*

**Summary:** Some of the goals of William Penn's "Holy Experiment" were compromised by the reality of life in the New World, but many basic Quaker beliefs survived.

**To summarize this chapter on Pennsylvania,** have the students turn to page 83 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. What were the beliefs of the Quakers? Why did these beliefs upset the English government? (*The Quakers believed that all men are created equal and are brothers. They were pacifists. They regarded simplicity and honesty as great virtues. They upset the English government by refusing to pay taxes to the Church of England and by refusing to fight in wars.*)
2. What basic ideas did William Penn write into his "Frame of Government"? (*The Frame of Government said that no man could have his life, freedom, or property taken without trial by jury. It allowed the death penalty only for murder or treason. It said that children must be educated and learn a trade.*)

3. What other groups besides Quakers settled in Pennsylvania? What did these groups contribute? (*Germans, Mennonites and Amish, Moravians, Swedes, and Dutch. The Moravians contributed love of music and great respect for education. The Germans were fine farmers and invented such things as the Pennsylvania rifle and Conestoga wagon.*)
4. What conflict developed in Pennsylvania? How was this like the conflict between the Tidewater and the Piedmont in Virginia? (*A conflict arose between wealthy Quakers in the*

*cities and poorer people who lived in the country. As in Virginia, the conflict was between the wealthy few who controlled the government and the poor, who were in the majority but had little voice in government.*)

5. What advantages helped Philadelphia become the leading city in the colonies? (*Philadelphia had a good port for ocean trade. It was centrally located between the other important colonies, so that goods, mail, and travelers could pass through it.*)



# CHAPTER 5: Ideas That Shaped the Social System

## COMPONENTS

### Student Text

*The Role of Philosophers*  
p. 85 **pp. 69-70/1**

Chapter Introduction, *Divine Right of Kings*  
p. 84, p. 86 **pp. 70-71/1**

*Locke and Natural Rights*  
pp. 86-88 **p. 71-72/6**

*The Enlightenment in America*  
pp. 89-91 **p. 72/1**

*Test Yourself* - answers  
p. 91 **p. 73/Summary**

### Problems Book

*What Did Enlightenment Philosophers Protest?*  
pp. 20-21 **p. 71/5**

*What Would Jefferson Do Today?*  
p. 19 **p. 73/3**

### SSSK

*Man Can Perfect Himself, Man's Upward Progress*  
Booklet 5 **p. 71/2**

*Education Improves People*  
Booklet 5 **pp. 71/3**

*How Governments Started*  
Booklet 5 **pp. 71-72/6**

*The Social Contract*  
Booklet 5 **p. 72/7**

## MAJOR IDEAS

A. Everyone has a philosophy, which contains beliefs about human nature, the way people should conduct themselves, and the way society should be organized.

B. As a protest against "divine right of kings," a philosophy emerged in the seventeenth century that promoted the idea of man's natural rights to property and liberty and his ability to govern himself.

C. During the Age of Reason the philosophy of Enlightenment, which developed in England and France, spread to the American colonies.

*Summary:* The philosophy of Enlightenment, which contradicted the social values on which most European social systems had been based, strongly influenced the colonists' ideas of the structure the American social system should take.



## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Research Orientation</b>	Research: Philosophies reflected in different social systems <b>p. 70/2</b>		Research constitution and bill of rights from three states <b>pp. 72-73/2</b>
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### MISCELLANEOUS

<b>Other</b>	Panel discussion: See <b>A-1:</b> <i>Student Text</i> Discussion: Human nature <b>p. 70/3</b>	Discussion: Equality and inequality <b>p. 71/4</b> Game: See <b>B-6:</b> <i>Student Text</i> , SSSK	Debate: See <b>C-1:</b> <i>Student Text</i>
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# CHAPTER 5: Ideas That Shaped the Social System

## Statement to the Teacher

The significance of this chapter goes far beyond simply learning about a particular historical period. Underneath the historical narrative your students should discover that everyone, whether or not he knows it, has a belief or philosophy that guides him in his daily behavior and in making decisions. It is important for your students to realize that an individual's philosophy is based upon beliefs that he has acquired from many sources: those he imitates of his parents and other people, those that are outgrowths of the beliefs of his society, and those that he discovers himself. The individual search for values is acquiring a new importance in American society. In that search many of our young people are rediscovering the philosophy of the Enlightenment as it was interpreted by Thomas Jefferson. The adoption of the Enlightenment philosophy about two hundred years ago created a unique political system based on the beliefs that man is inherently good, that man is capable of governing himself, and that man is capable of improving himself.

## Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "The Role of Philosophers" . . . . .	<b>A-1</b>
2.	<b>TRG</b> , research . . . . .	<b>A-2</b>
3.	<b>TRG</b> , discussion . . . . .	<b>A-3</b>
4.	<b>Text</b> , Chapter Introduction, "Divine Right of Kings" . . . . .	<b>B-1</b>
5.	<b>SSSK</b> , "Man Can Perfect Himself," "Man's Upward Progress" . . . . .	<b>B-2</b>
6.	<b>SSSK</b> , "Education Improves People" . . . . .	<b>B-3</b>

7.	<b>TRG</b> , discussion . . . . .	<b>B-4</b>
	<b>PB</b> , "What Did Enlightenment Philosophers Protest?" . . . . .	<b>B-5</b>
8.	<b>SSSK</b> , "Social Contract" . . . . .	<b>B-7</b>
9.	<b>Text</b> , "Enlightenment in America" . . . . .	<b>C-1</b>
10.	<b>TRG</b> , research and oral reports . . . . .	<b>C-2</b>
11.	<b>PB</b> , "What Would Jefferson Do Today?" . . . . .	<b>C-3</b>
12.	<b>Text</b> , "Test Yourself" . . . . .	<b>Summary</b>

## Vocabulary

absolute power	human nature
agrarian	human rights
decentralized	judicial branch
despot, despotism	legislative branch
dignity	natural law
divine right	philosopher
Enlightenment	reason
equality, inequality	respect
executive branch	separation of powers
general will	social control
gravity	specialization

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## ACTIVITIES

**Major Idea A:** Everyone has a philosophy, which contains beliefs about human nature, the way people should conduct themselves, and the way society should be organized.

- 1. To understand the meaning of philosophy and its effect on a person's outlook,** the students should read "The Role of Philosophers," on page 85 in the text, for a definition of philosophy in preparation for a panel discussion. Then

select five students to be panel members. These students represent as large an ethnic, religious, and socioeconomic range as possible, in order to reflect a spectrum of beliefs, values, and opinions. The rest of the class should ask the panel members questions about what they think is right and wrong, just and unjust. Each panel member should respond to each question with a brief statement. Questions such as the following can be used.

- If people are very poor, should other people help them?
  - Should the government help people who are without jobs?
  - If a person owns a plot of land in the city, should he be free to use it however he pleases or should there be laws to limit his use of it?
  - If people are very poor, should the government help them?
  - If someone earns a very low income, should the government give him more money to enable him to raise his family better?
  - Because this country is a free country, should anyone be free to do whatever he wants to do? (For example, a child who wants to go to school should go; one who doesn't want to shouldn't have to go.)
  - Should children be free to dress and wear their hair in any style that they want?
  - Do you think one should be required to be able to read and write in order to vote?
  - Where would you rather live—in the city or on a farm?
- If value contrasts do not come out strongly, you can play the devil's advocate by presenting opinions of a contrasting nature. At the end of the panel the class should discuss the reasons why people hold different opinions on the same issue. The discussion should bring out the fact that differences in opinions or attitudes are due to variations in religious beliefs, family traditions and values, and personal experiences.

*As a result of this activity the students should be able to explain in their own words that different philosophies de-*

velop from different value systems, which in turn grow out of different life experiences.

2. **To demonstrate how systems of social organization reflect different underlying philosophies regarding the nature of people**, ask three students to research and report on the following systems, using encyclopedias and other library reference materials:

- Apartheid system of South Africa
- Caste system of India
- Kibbutz system of Israel

Then lead the class in an inductive discussion to uncover the opinion of human nature inherent in each social system. The following points should be brought out in reference to each system.

*Apartheid*

- Some people are naturally superior to others.
- Legal separation is necessary to prevent dilution of the superior through mixing with the inferior.

*Caste System*

- Man is incapable of self-determination.
- Man's role in life is determined by fate and must be respected by society.

*Kibbutz System*

- Man is basically cooperative and is capable of working and sharing with others for the common good in an egalitarian setting.

*As a result of this activity the students should be able to analyze their own classroom situation to determine the "nature of students" reflected in the classroom's organization.*

3. **To evoke a class concept of the nature of man**, ask the students to state laws of human nature that they believe to be generally true—for example, "People want to live." List these aspects of modern man on the chalkboard. Exceptions to each law should be encouraged—for example, "If people want to live, why are there suicides and war?"

From the blurred picture of humankind depicted on the chalkboard, lead a class discussion about the proposition "Despite the complexity of the modern world, there remains a basic, essential nature found in all human beings." After the discussion explain to the class that philosophers have yet to agree as to the truth of this controversial statement.

*As a result of this activity each student should be able to write an essay on "Human Nature as I See It."*

**Major Idea B:** As a protest against the "divine right of kings," a philosophy emerged in the seventeenth century that promoted the idea of man's natural rights to property and liberty and his ability to govern himself.

1. **To illustrate the meaning of a "divine right monarchy,"** have the students read the introduction to Chapter 5 and "Divine Right of Kings," on page 86 in the text. Then write on the chalkboard the following sentences:

- The king is God's minister on earth.
- The king is responsible to God alone.
- The king is the state.
- The king can do no wrong.

Ask the students to explain what the sentences mean. Then lead a class discussion by asking such questions as the following:

- Do you agree with these statements?
- Would you like to live in a nation governed by people who held such ideas?
- In such a country, what control would people have over the taxes they paid, the laws they obeyed, the fairness of trials and punishments, the wars that might be fought?
- Why might people have accepted such institutions and ideas that now seem absurd and dangerous?

Then cross out the word *king* in the four sentences and substitute *president*. Ask the students why the sentences now seem utterly incongruous.



*As a result of this activity the students should be able to list and explain characteristics of a divine right monarchy.*

2. **To understand how the philosophers of the Enlightenment felt about the possibilities of human progress**, the students should read the second and fifth selections, “Man Can Perfect Himself” and “Man’s Upward Progress,” in Booklet 5 in the SSSK. Then have them write a short paper concerning their own beliefs in man’s ability to build a better world. Select several papers to read aloud to the class.

*As a result of this activity the students should be able to give examples of the major ideas of Condorcet and Jefferson as expressed in these selections.*

3. **To understand the importance given to education by Enlightenment philosophers**, the students should read the first selection, “Education Improves People,” in Booklet 5 in the SSSK. Then ask them to list the things that are affected by learning (religion, liberty, government, and so on). Write this list on the chalkboard. Then, either with pictorial representations or skits, have the students present “before” and “after” scenes of each listed area. “Before” scenes should show how people behave without learning and education. “After” scenes should show the improved situation after learning has taken place. At the conclusion of the presentations ask the students what they believe is the importance of education in a society such as ours.

*As a result of this activity the students should be able to state why education is important to the success of our social system.*

4. **To understand the meaning of equality**, the class should be divided into two groups, one group representing “Equality” the other representing “Inequality.” One member of each group should be sent to the chalkboard as a recorder for his group. On the board the recorders should write the words

*Equality* and *Inequality*. Discuss the meaning of these terms with the students. Each group should then indicate to the recorder examples of equality and inequality in today’s society. Some examples:

*Equality*

- Men and women voting
- Black and white children in the same classroom
- Black and white people eating in the same restaurant

*Inequality*

- Wealthy neighborhood—slum neighborhood
- Men and women receiving different pay for the same work

The students should be encouraged to look for examples of equality and inequality in local papers and magazines. These can be displayed on a bulletin board.

*As a result of this activity the students should be able to define equality and inequality and to identify several examples of each.*

5. **To understand that the Enlightenment philosophers’ ideas concerning knowledge, dignity of the individual, tolerance, and equal opportunity were in direct conflict with the European social conditions of the time**, the students should complete activity 5-A in their Problems Book.
6. **To understand the basic beliefs that formed John Locke’s philosophy**, the students should read “Locke and Natural Rights,” on pages 86 through 88 in the text, and the third selection, “How Governments Started,” in Booklet 5 in the SSSK. Then have the students play a classroom version of the TV game “To Tell the Truth.” Select three students to go to the head of the class. Each claims to be the real John Locke. The rest of the class tests the three John Lockes by asking them questions concerning Locke’s philosophy. Encourage such questions as the following:
- What do you believe governments are based on? (*General laws of nature*)

- What is the most important natural right man has? (*The right to own property*)
- In what way does a person come to own something? (*Property is the reward of man's labor.*)
- How does man's right to own property lead to his right to life? (*His body is a kind of property.*)
- What law of nature governed the state of equality? (*Reason*)
- What does reason teach all men who will listen? (*That no one should harm another*)
- What was the condition for freedom in the beginning? (*Power was equally distributed; every man was independent of every other man.*)
- What is the primary purpose of government? (*To protect the rights of the people*)

Judge the accuracy of the answers and keep a running account of the score on the chalkboard. The student who answers the most questions correctly wins the game.

*As a result of this activity the students should be able to describe the philosophy of the Enlightenment as it was expressed through the beliefs of John Locke.*

- 7. To understand how the Enlightenment philosophers viewed the role of government,** the students should review "Social Contract," on pages 82 through 84 in the text, and read the fourth selection, "The Social Contract," in Booklet 5 in the SSSK. Then lead a class discussion by asking such questions as the following:

- What is a social contract?
- Why is it necessary?
- What rights does the government have under the terms of a social contract? (*Only those rights that the people choose to give it*)
- What does the government reflect? (*The general will of the people*)
- What does man lose under the terms of a social contract? What does he gain?

*As a result of this activity the students should be able to write a short essay in answer to the question "Do we have a social contract with our government today?" and explain the general terms of this contract.*

**Major Idea C:** During the Age of Reason the philosophy of Enlightenment, which developed in England and France, spread to the American colonies.

- 1. To understand the two schools of thought that Enlightenment philosophy was divided into in colonial America,** the students should read "Enlightenment in America," on pages 89 through 91 in the text. Then select six students to present a classroom debate. Three of the students should support Alexander Hamilton's view and the other three should support Thomas Jefferson's view. Acting as a moderator, present questions such as the following to the debate teams, alternating between teams as to which answers first:

- Who should govern a society?
- What do you think of big business?
- Should people who own little property have much political power?
- What do you think of government by the majority?

Then ask the class what the two philosophers' views imply about their concepts of the nature of man and how their concepts differ.

*As a result of this activity the students should be able to write a short essay stating which philosophical view they support and explaining why they support that view.*

- 2. To understand the conscious efforts our forefathers placed on building tolerance,** groups of students should make presentations to the class. The class should be divided into three groups. Each group should study the constitution and bill of rights of Massachusetts, Virginia, or Pennsylvania. Each group should write to the secretary of state at the capital of the state they have been assigned, requesting

copies of the state's constitution and bill of rights. When the documents have been received, the students should mark sections that deal primarily with equality and religious freedom. After the study one representative from each group should report to the class. These reports should bring out the strengths and weaknesses of the constitutions and bills of rights of the three states.

*As a result of this activity the students should be able to list the major ideas about equality and religious freedom contained in each of the three documents.*

3. **To understand the fact that many of Thomas Jefferson's ideas about the functions of government are still alive today,** the students should complete activity 5-B in their Problems Book.

**Summary:** The philosophy of Enlightenment, which contradicted the values on which most European social systems had been based, strongly influenced the colonists' ideas of the structure the American social system should take.

**To summarize this chapter on ideas that shaped the social system,** have the students turn to page 87 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. What was the Enlightenment? (*It was a time when philosophers and scientists brought many new ideas into world.*)
2. How did Newton's discoveries affect the thinking of other scientists and philosophers? (*Newton's discoveries led peo-*

*ple to think of the world and the universe in a different way. They began to think of nature as a kind of machine that worked smoothly according to definite laws.*)

3. What was the "divine right of kings"? Why did John Locke disagree with this idea? What was the most important "natural right," according to Locke? (*"Divine right of kings" refers to the belief that kings were chosen by God to rule other men. John Locke said that men had the right to choose their own rulers. He thought that the most important natural right was the right to own property.*)
4. Rousseau said that men made a "social contract." What did he mean? (*Rousseau meant that people agreed to give up certain rights to the government, so that it could better protect the rights of everyone.*)
5. What were some ways of keeping governments from becoming too powerful, according to Locke's followers? (*Governments could be kept from becoming too strong by majority rule. Societies should be simple, and wealth and power should be kept out of the hands of the few.*)
6. How did many French philosophers think a social system should be run? (*Societies should be small, simple, and agricultural, with all men equal in income and respect.*)
7. How did Hamilton's and Jefferson's ideas reflect the views of European philosophers? (*Hamilton thought that what was good for the wealthy and for big business would be good for society in general. Jefferson wanted a society of small farmers who were more or less equal in income and power. He wanted political power in the hands of all the people, not just the wealthy few.*)

## CHAPTER 6: The Struggle to Build a Nation

### COMPONENTS

#### Student Text

*The Heart of the Problem, England Pressures the Colonies*  
pp. 99-103      **p. 78/1**

*Colonial Anger Grows*  
pp. 103-110      **p. 79/3**

*Virginia Prepares Its Constitution, Pennsylvania Prepares Its Constitution*  
pp. 111-112      **p. 79/4**

*All Colonies Prepare for Independence*  
pp. 112-113      **pp. 79-80/1**

*The Declaration of Independence*  
p. 114      **p. 80/2**

*Fighting for Independence*  
pp. 115-116      **pp. 80-81/5**

*Test Yourself - answers*  
p. 116      **p. 81/Summary**

#### Problems Book

*Mercantilism or Free Trade?*  
p. 22      **p. 78/2**

#### SSSK

*The Struggle to Build a Nation 1776-1783*  
Booklet 6      **p. 79/2**

### MAJOR IDEAS

**A.** The mercantile system reflected England's view that the thirteen American colonies existed to increase the wealth and power of the mother country.

**B.** The people of the colonies challenged the social system of the British Empire on historical and philosophical grounds.

**C.** The colonists wrote the Declaration of Independence to explain why they revolted and to present some fundamental principles on which the emerging social system would be built.

*Summary:* The social system imposed on the colonies by British rule failed to reflect the changing needs and desires of the colonists, who challenged the system and wrote the Declaration of Independence to explain the reasons for their revolt and to establish basic principles for a new social system.



## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

Research Orientation			Research and report: The founders of the American nation p. 80/3
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### LANGUAGE ARTS

Creative Writing		Write newspaper article: See B-3: <i>Student Text</i>	Essay: See C-2: <i>Student Text</i>
Creative Dramatics		Role play: Independent and dependent behavior p. 78/1	Role play: The founders of the American nation p. 80/4

### MISCELLANEOUS

Other		Debate: See B-2: SSSK	
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# CHAPTER 6: The Struggle to Build a Nation

## Statement to the Teacher

During their study of this chapter your students will discover how the mercantile system formed a base for the relationship between England and her colonies. Under this system the colonies were to contribute to the wealth and power of the mother country. Many colonists were dissatisfied with the social system that reflected this policy and challenged the British government on historical and philosophical grounds. The mercantile system, as the British government employed it, was not flexible enough to adapt to the changing needs and desires of the American people. Thus began the struggle to build a new nation.

The heart of this chapter is the Declaration of Independence. Your students should study each part of this document as they studied the Mayflower Compact. The Declaration of Independence incorporates seven main principles:

1. All men are created equal.
2. Man is endowed with unalienable rights.
3. These rights include life, liberty, and the pursuit of happiness.
4. To secure these rights, governments were instituted.
5. The power of the government is derived from the consent of the people.
6. The people have the right to alter or abolish the government when it tries to destroy the goals of the governed.
7. The people have the right to institute new government designed to effect their safety and happiness.

These principles will be dead lines until you relate them to life today. Your students should come to understand that without the incorporation of these ideas in government, we could not have a democracy based on the dignity of man.

## Suggested Lesson Structure

<i>Session</i>	<i>Component</i>	<i>TRG Reference</i>
1.	<b>Text</b> , "The Heart of the Problem," "England Pressures the Colonies" . . . . .	<b>A-1</b>
	<b>PB</b> , "Mercantilism or Free Trade?" . . . . .	<b>A-2</b>
2.	<b>TRG</b> , role play . . . . .	<b>B-1</b>
3.	<b>SSSK</b> , "Struggle to Build a Nation" . . . . .	<b>B-2</b>
4.	<b>Text</b> , "Colonial Anger Grows" . . . . .	<b>B-3</b>
5.	<b>Text</b> , "Virginia Prepares Its Constitution," "Pennsylvania Prepares Its Constitution" . . . . .	<b>B-4</b>
6.	<b>Text</b> , "All Colonies Prepare for Independence" . . . . .	<b>C-1</b>
	<b>Text</b> , "The Declaration of Independence" . . . . .	<b>C-2</b>
7.	<b>TRG</b> , research and oral reports . . . . .	<b>C-3</b>
	<b>TRG</b> , creative writing . . . . .	<b>C-4</b>
8.	<b>Text</b> , "Fighting for Independence" . . . . .	<b>C-5</b>
9.	<b>Text</b> , "Test Yourself" . . . . .	<b>Summary</b>

## Vocabulary

bill of rights	monopoly
Boston Massacre	naval stores
Boston Tea Party	oppression
Committees of Correspondence	Parliament
constitution	patriot
Continental Army	preamble
Continental Congress	radical
delegate	redcoat
duties	repeal
French and Indian War	Stamp Act
mercantilism	tyranny
militia	unalienable
minutemen	unanimous
Molasses Act	

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## ACTIVITIES

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**Major Idea A:** The mercantile system reflected England's view that the thirteen American colonies existed to increase the wealth and power of the mother country.

**1. To understand the way in which the mercantile system determined England's relationship with the American colonies,** the students should read "The Heart of the Problem" and "England Pressures the Colonies," on pages 99 through 103 in the text. Then lead a class discussion by asking such questions as the following:

- What did England feel was the purpose of the American colonies?
- What economic system was England's relationship with the colonies based on?
- What were some aspects of the mercantile systems?
- What are some examples of how England enforced mercantilism?
- Why did the colonies feel that the mercantile system was unfair?
- Who were the Sons of Liberty? What did their slogan, "No taxation without representation," mean?

*As a result of this activity the students should be able to explain how the mercantile system caused problems between England and the colonies.*

**2. To understand that mercantilism and free trade are contrasting methods of trade,** the students can complete exercise 6-A in their Problems Book.

**Major Idea B:** The people of the colonies challenged the social system of the British Empire on historical and philosophical grounds.

**1. To understand the meaning of being independent,** the students can complete the following dictionary and role-playing activity. Write the words *independent* and *dependent* on the chalkboard and ask a student to look them up in a dictionary. The definitions should then be written on the board and you should discuss the differences between the words. Point out that the decision-making role differs in the two concepts. When the students understand that an *independent* person is one who says "I decided," as contrasted to the *dependent* person, who usually follows the decision of another, have them participate in a role play. Divide the class into two groups, one "independent" and the other "dependent." Then ask each student to role-play one simple situation showing an independent or a dependent action, according to his group. (For example, "I decided to read a library book," or "My mother drove me to school today.") After the role play ask the students the following questions:

- Do you think you can be totally dependent or totally independent?
- Will this change at all as you grow older?
- What is good about being independent? What is bad about it?
- What is good about being dependent? What is bad about it?

Then ask the students to list the benefits and costs of independence as they apply to the colonies. When the lists are completed, compare the similarities between a child's dependence on his family and the colonies' dependence on England in such terms as food, protection, and source of income.

*As a result of this activity the students should be able to list the differences and similarities between their own dependent and independent behavior and that of the colonies.*



2. **To understand the positions of the colonists and the British Empire concerning the independence of the American colonies**, the students should read Booklet 6, *Struggle to Build a Nation* in the SSSK. Then select two committees for a classroom debate. (See the debate rules listed in “Long-Term Activities” in the Unit One Introduction, page 24.) One committee should represent the British and present reasons for the colonies’ remaining a part of the British Empire. The other should represent the colonies and present reasons favoring their independence.

*As a result of this activity the students should be able to explain why America declared its independence from Britain.*

3. **To understand how the colonies’ conflicts with England grew in intensity to the point of open rebellion**, the students should read “Colonial Anger Grows,” on pages 103 through 110 in the text. Then ask each one to write an article for a colonial newspaper. In preparation for this assignment, discuss the principles of newspaper writing (the “who, where, when, what, why” of a lead sentence, and so on). Also point out the difference between news reporting and editorial writing. The following topics might be divided in such a way that each is covered as a straight news report and as an impassioned editorial. The completed articles could be presented to the class or displayed with newspaper-type headlines on the bulletin board, or both. Suggested topics:

- Adams Leads Radicals in Tax Revolt
- The Boston Massacre
- Tea Dumped in Harbor at Boston
- Continental Congress Meets
- Minutemen Clash with British Soldiers

*As a result of this activity the students should be able to present theories about how England might have avoided open revolt by the colonies.*

4. **To illustrate some of the steps toward independence that were taken by individual colonies before colonial independ-**

**ence was declared**, have the students read “Virginia Prepares Its Constitution” and “Pennsylvania Prepares Its Constitution,” on pages 111 through 112 in the text. Then lead a class discussion by asking such questions as the following:

- What is a bill of rights?
- What is the purpose of a constitution?
- What were the duties of the three branches of government as defined by the Virginia Constitution?
- Does the U.S. government follow this form of separation of powers today?
- Was the Virginia Constitution completely democratic?
- Who was allowed to vote under the provisions of the Pennsylvania Constitution?
- What was the difference between Pennsylvania’s one-house legislature and Virginia’s two-house legislature?

*As a result of this activity the students should be able to understand how seriously individual colonies took the responsibility of ensuring personal freedom to their citizens.*

**Major Idea C:** The colonists wrote the Declaration of Independence to explain why they revolted and to present some fundamental principles on which the emerging social system would be built.

1. **To understand how the Declaration of Independence was developed**, the students should read “All Colonies Prepare for Independence,” on pages 112 through 113 in the text. Then lead a class discussion by asking such questions as the following:

- What did Jefferson attempt to explain in the Declaration of Independence?
- What was one of the major changes the Second Continental Congress made in the draft that Jefferson had written?
- If the antislavery portion of the document had been left in the final version, do you think the Declaration of Independence would have been unanimously approved?
- Why do you think it was important for approval of the Declaration to be unanimous?

*As a result of this activity the students should recognize that even in the earliest stages of independence the ideas of compromise and practicality were valued.*

2. **To understand the philosophy that underlies the Declaration of Independence**, the students can read “The Declaration of Independence,” on page 114 in the text, and its simplified version in the appendix to the text (pages 406 through 408). They should then write a one-page essay entitled “What the Declaration of Independence Means to Me.” After the papers have been handed in, write the following ideas on the chalkboard:

- All men are created equal.
- Men are endowed with unalienable rights.
- These rights include life, liberty, and the pursuit of happiness.
- To secure these rights, governments were instituted among men.
- Governments derive their just powers from the consent of the governed.
- When government becomes destructive of these ends, man has the right and the duty to throw off such government.
- Men have a right to institute a government designed to effect their safety and happiness.

After reading these ideas, divide the class into seven committees, each of which should present a panel discussion about the meaning and importance in modern-day life of one of the ideas listed. After the committees have presented their ideas, have the students write another paper, “What the Declaration of Independence Means to Me.” If possible, discuss with each student the difference between his first and second papers. Explain to the class how more information and sharing ideas help improve our understanding of history. *As a result of this activity the students should be able to identify and describe the major ideas contained in the Declaration of Independence and how these relate to life.*

3. **To understand the kinds of men who were the founders of our nation**, selected students can study the lives of the major figures of the Revolutionary period, such as Patrick Henry, George Washington, Benjamin Franklin, and John Adams, using encyclopedias and other reference materials (see Bibliography). They should explore each man’s background, livelihood, ideas about the necessity for revolution, and the ways in which these men aided the cause of America during the Revolution. The students should then present their findings to the class in the form of oral reports and make a bulletin-board display, with a thumbnail sketch and a picture or drawing of each person.

*As a result of this activity the students should be able to explain the roles these patriots played in aiding the cause of the American Revolution.*

4. **As a follow-up activity**, each of the students in the class can assume the role of one of the historical figures covered in the preceding activity. Each can write a letter to his assumed family or a friend describing an incident in which the historical figure was involved during the Revolutionary period. (For example, a student assuming the role of John Adams may wish to write a letter to his wife Abigail in which he describes the meeting of the First Continental Congress.) The best letters can be added to the bulletin-board display.

5. **To understand the help that was given to America by other countries during the Revolution**, the students can read “Fighting for Independence,” on pages 115 through 116 in the text. Then appoint various committees to study the lives of some of the men who came to America to help the Continental Army. Committees could be assigned to Lafayette, von Steuben, Pulaski, and Kosciuszko to study their personalities and reasons for coming to this country to fight in the Revolution. Have the students use encyclopedias and other reference material to research their historical figures (see Bibliography). Each committee member should make up

one question and answer for use in a TV interview with the man he has researched. Then the committees should meet to plan their interviews, which will be presented to the rest of the class. Select one member of each committee to play the role of that committee's historical figure. An additional committee member should play the role of the interviewer for his group's presentation. The committee should then decide which questions and answers to use and present their interviews, one at a time, to the rest of the class. Suggested questions include:

- What country did you come from?
- How did you learn about the American Revolution?
- Why did you come to America to help?
- What do you plan to do when this war is over?
- How are you serving the American cause?

*As a result of this activity the students should be able to explain why some foreigners were motivated to aid the American colonists in their struggle for independence.*

**Summary:** The social system imposed on the colonies by British rule failed to reflect the changing needs and desires of the colonists, who challenged the system and wrote the Declaration of Independence to explain the reasons for their revolt and to establish basic principles for a new social system.

**To summarize this chapter on the struggle to build a nation,** have the students turn to page 116 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. What was "mercantilism?" How did England's mercantile system lead to the American Revolution? (*Mercantilism was the idea that a colony should produce raw materials*

*and buy finished products, not produce finished products on its own. The colonies in American wanted to gain income by building industry and developing trade. In the end they had to break away from England to do this.)*

2. What was the Proclamation of 1763? What other English acts angered the colonists? (*The proclamation said that colonists could not settle west of the Alleghenies. Other acts were the Molasses Act, the Stamp Act, and the refusal of England to let the colonies sell their tobacco to other countries.*)
3. Who were the "radicals"? What actions did they take to speed the Revolution? (*The radicals were men like Samuel Adams, who felt the English were ruling the colonies wrongly. They set up Committees of Correspondence to keep in touch with one another. They gathered arms. They sometimes protested violently against English acts, as at the Boston Tea Party.*)
4. What were the important ideas in the Virginia and Pennsylvania constitutions? (*Both had bills of rights. The Virginia Constitution established separation of powers in legislative, judicial, and executive branches, but limited voting rights to property owners. The Pennsylvania Constitution allowed the vote to every man over twenty-one who paid taxes and who lived in the state for two years.*)
5. What do you think is the most important part of the Declaration of Independence? Why? (*Discuss all answers.*)
6. How did other European nations help the colonies defeat the British? What other advantages did the Americans have? (*Money and soldiers came from France. Officers came from Germany and Poland. Other advantages were that the colonists were fighting on home ground and that they used tactics with which the English were unfamiliar.*)

## UNIT TWO: THE EMERGING SOCIAL SYSTEM

### Structure of the Unit

This unit introduces the characteristics of the new nation's evolving social system. Declaring independence was not enough to establish the United States as a nation. A nation must have institutions that enable people to work together and that establish rules for making and enforcing laws. These institutions make up a nation's social system. The social system of the United States grew up from ideas that were inherited from England and Europe during the colonial experience. It is made up of four subsystems.

The first is the political subsystem. It enables people to translate their political demands into laws.

The second is the economic subsystem. It develops resources and determines how they should be divided among members of society.

The third is the cultural subsystem. It develops the customs and beliefs that make our nation different from others.

The fourth is the sociological subsystem. It creates the many kinds of positions people occupy and the multiple roles they play in American society. It determines the class structure of the nation and provides the rules and means by which members of the society can move from one class to another.

The following chapters describe how these subsystems developed in the new nation. After the colonies became independent, the people had to build political, economic, cultural, and sociological foundations for the future. Building such subsystems was difficult because much of the new nation was wilderness; because the United States had to compete with established European nations that had progressed farther into the stage of industrialization; and because not all the people were in agreement about what should be done. But the new nation had strong and farseeing leaders and its people persevered. The new nation grew and prospered.

### Unit Activity

**To discover the interrelationship between each of the subsystems within the American social system,** have the students prepare a bulletin board display. Divide the board into four equal parts, labeling each with a title of a chapter in this unit. As the chapters are studied, have the students develop illustrations depicting components of each of the subsystems (political, economic, cultural, and sociological). When the four chapters are completed, use yarn to link sections to show how a facet illustrated for one subsystem affects or affected one or more of the other subsystems. The students should develop an awareness of these interrelationships from their understanding of the individual subsystems. For example, one might link a church (a cultural subsystem) to farmers plowing a field (economic subsystem) and label it "Religious belief prevented many people from working on Sundays."

*As a result of this activity, the students should be able to identify several interrelationships between the four subsystems that comprise the American social system.*

### Evaluating the Unit

**To review the text materials for this unit,** have the students turn to page 187 in the text and answer the questions under the heading "What Did You Learn?" The questions and accompanying responses are as follows:

1. What is the Bill of Rights? (*The Bill of Rights is the first ten amendments to the Constitution.*) What does it guarantee? (*They guarantee freedom of religion, freedom of speech, freedom of the press, freedom of assembly, freedom to keep and bear arms, and protection against government invasion of privacy.*) Why did people feel



- strongly about having a written Bill of Rights? (*People felt that a written Bill of Rights was the only way to protect themselves from a strong central government.*)
2. What was the Northwest Ordinance of 1789? (*The Northwest Ordinance was a law which established a plan for the government of the Northwest Territory.*) Why was this law important in our history? (*It was important because it established a method for new states to enter the Union on an equal basis with the original states. It also outlawed slavery in the territory.*)
  3. What are patriotic symbols? (*Patriotic symbols are signs or objects that represent the social system.*) What purpose do they serve? (*They give the people living in the social system a sense of belonging together.*) Give examples of some different kinds of patriotic symbols which you know. (*Some different patriotic symbols are the flag, the Star-Spangled Banner, Independence Day, and the Great Seal.*)
  4. After the War of Independence, Britain would not trade with the United States. What new markets did American merchants find? (*American merchants began to trade with European countries such as the Netherlands and France. During this time, trading ships began to visit China. American merchants also traded with the Russians, the Spanish colonists in South America, and the Pacific Islanders.*)
  5. The Constitution made the federal government stronger than it was under the Articles of Confederation. Some of the new powers which the federal government received also helped to strengthen the economy. In your own words describe two federal powers which helped the economy to grow in the 1800s. Be sure to explain how these powers helped. (*The Constitution gave Congress the power to regulate trade between the states and with foreign nations. Before the Constitution, many states tried to protect their businesses by taxing goods from other states. This economic fighting between the states weakened the economy. The Constitution said that no state would get special treatment in trading matters.*)
- Under the Articles of Confederation, each state government as well as the federal government had the power to print paper money. In time, there was so much paper money that people did not trust it. The paper money in circulation lost its value. The Constitution gave just the federal government the power to coin money and to regulate its value. This helped to develop a sound national monetary system.*
- The Constitution also gave Congress the power to grant patents to inventors. This helped manufacturing greatly since inventors did not have to get patents from each of the states.*
- The Constitution gave the Congress power to establish post offices and roads as well as powers to pass navigation laws. This was important because an economic system needs reliable transportation and communication systems.*
- Other powers which helped to strengthen the economy included the powers to collect taxes, borrow money, protect private property, and set standards of measurement.)*
6. What was the chief purpose of cities in our early history? (*The chief purpose of early cities was to function as trading centers.*) What were some of the important characteristics of these early cities? (*Goods from other countries and from other parts of the United States passed through the cities. In addition, news from all corners of the world came to the cities. This inflow of ideas made the cities exciting places as well as quickly changing places.*)
  7. What were some of the ways people in 1800 received information about what was happening in the country? (*In the early 1800s people received news about what was happening elsewhere from newspapers, books, and traveling salesmen. News was also passed on at camp meetings.*) Which of these methods of communication played the most important part in forming people's opinions? (*Newspapers probably had the most influence on people's opinions.*)
  8. Why did early American artists, writers, and composers imitate the work of Europeans? (*There was really no*

*market for paintings, books, and music by Americans. Most of the people in America who could afford these luxuries preferred the work of Europeans. Also, the country was still young at the time and had not yet developed her own distinct culture.)*

9. Select three people from the list below. Write a sentence or two about each. Explain who the person was and why he is famous.
- a. Charles Willson Peale (*Charles Willson Peale was a famous American portrait painter. He also founded the first museum in the United States, located in Philadelphia, and helped establish the Pennsylvania Academy of Fine Arts.*)

- b. Francis Scott Key (*Francis Scott Key was an American composer who wrote "The Star-Spangled Banner."*)
- c. Washington Irving (*Washington Irving was an American author who wrote about life in colonial New York. He wrote Rip Van Winkle and The Legend of Sleepy Hollow.*)
- d. Meriwether Lewis and William Clark (*Meriwether Lewis and William Clark explored the Louisiana Territory and made maps of the land and river systems in the area.*)
- e. Jedediah Morse (*Jedediah Morse was a New England minister who wrote American Geography, which contained information about the soils, rocks, plants, and animals found in the different regions of the country.*)



# CHAPTER 7: How People Were Governed: The Political Subsystem

## COMPONENTS

### Student Text

*The First Experiment: The Articles of Confederation*  
pp. 121-123      **pp. 89-90/1**

*Shays's Rebellion*  
pp. 122-123      **pp. 90-91/2**

Chapter Introduction, *Search for a Strong Federal Government*  
p. 120, pp. 124-131      **p. 91/3**

*Simplified Constitution*  
pp. 408-419      **pp. 91-92/1**

*Bill of Rights, Simplified Bill of Rights*  
pp. 129-130, pp. 415-416      **pp. 92-93/3**

*Birth of Political Parties*  
pp. 130-131      **pp. 94-95/1**

*Songs*  
p. 132      **pp. 95-96/5**

*Test Yourself - answers*  
p. 133      **p. 96/Summary**

### Problems Book

*Articles of Confederation or Constitution?*  
p. 23      **p. 92/2**

*Federalist or Antifederalist?*  
p. 24      **p. 95/2**

### SSSK

*Problems of Presidential Appointments, One Unpleasant View of How We Were Governed*  
Booklet 8      **p. 95/3**

## MAJOR IDEAS

**A.** In the early days of our country, people were governed by their state constitutions and the Articles of Confederation, which provided for a weak federation of states.

**B.** The U.S. Constitution strengthened the federal government. It also tried to solve such problems as who should be represented, who could vote, and how government should be controlled.

**C.** After the Constitution was ratified, political parties emerged. Parties remain today as a means for people to express their support of the nation.

*Summary:* The failure of the Articles of Confederation to provide a viable means of government necessitated the formation of a strong central government. The U.S. Constitution provided a detailed structure for a strong yet flexible political system.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

Research Orientation		Group reports: See <b>B-1: Student Text</b>	
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### ART AND MUSIC

			Art: Display of political symbols: <b>p. 95/4</b>
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### MISCELLANEOUS

Other		Matching game: Sources of ideas in the Bill of Rights <b>pp. 93-94/5</b> Mock trials: Rights protected by the Bill of Rights <b>p. 94/6</b>	Debate: See <b>C-3: SSSK</b>
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CHAPTER 7: How People Were Governed: The Political Subsystem

Statement to the Teacher

This chapter will acquaint your students with the new nation’s political system. This system enables citizens to express their desires and turn some of them into laws.

The political system of the United States is based on the ideas that prevailed in the colonies 200 years ago. It is based on representative government, the freedom to follow one’s conscience and religion, and the belief that man can improve the quality of his life.

Your students will learn why the new nation’s first attempt to organize a political system was not successful. Since the states did not want to give up their newfound sovereignty, they joined in a loose confederation.

The rebellion led by Daniel Shays dramatically illustrated the confederation’s weakness. Fear of new rebellions was a powerful incentive to create a new system.

The United States Constitution grew from the thoughtfulness, passion, and ideals of the Constitution makers. There were many differences of opinion about how the new political system should be structured. The main source of conflict was the question of how strong the central government should be.

Those people who believed in decentralized political power lacked confidence in the Constitution. According to them, it gave too much power to the federal government. It was to reassure them that the Bill of Rights, the first ten Amendments to the Constitution, was incorporated.

Suggested Lesson Structure

Session	Component	TRG Reference
1.	Text, “The First Experiment: The Articles of Confederation”	A-1

2.	Text, “Shays’ Rebellion”	A-2
3.	Text, Chapter Introduction, “Search for a Strong Federal Government”	A-3
	SSSK, “Personality Sketches”	A-3
4.	Text, The Constitution (appendix), begin group reports	B-1
5.	Text, The Constitution (appendix), continue group reports	B-1
6.	PB, “Articles of Confederation or Constitution?”	B-2
7.	Text, “Bill of Rights,” Bill of Rights (appendix)	B-3
8.	TRG, matching game	B-5
	PB, “Constitutional or Unconstitutional?”	B-4
9.	TRG, mock trials	B-6
10.	Text, “Birth of Political Parties”	C-1
	PB, “Federalist or Antifederalist?”	C-2
11.	SSSK, “Problems of Presidential Appointments,” “One Unpleasant View of How We Were Governed”	C-3
12.	Text, “Songs”	C-5
13.	Text, “Test Yourself”	Summary

Vocabulary

allegiance	insurrection
amend	Land Ordinance
anthem	legislative system
Antifederalists	Loyalist
Articles of Confederation	Northwest Ordinance
“common man”	override
compromise	proportional representation
confederation	ratification (ratify)
convention	symbol
delegate	territory
democracy	“Three-fifths Compromise”
expansion	tranquillity
experiment	veto
Federalist, federation	

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## ACTIVITIES

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**Major Idea A:** In the early days of our country, people were governed by their state constitutions and the Articles of Confederation, which provided for a weak federation of states.

1. To illustrate some of the problems the new nation encountered after it had won its independence, have the stu-

dents read “The First Experiment: The Articles of Confederation,” on pages 121 through 123 in the text. Then lead a class discussion by asking such questions as the following:

- Why is a central government necessary?
- Why do you think the states were reluctant to establish a powerful central government?
- What were the powers of the central government under the Articles of Confederation?
- How does a government get most of the money it needs to operate? (*Through taxation*)
- Did the central government have the power to collect taxes?
- How did the central government get the money it needed? (*By selling land*)
- Why was the Northwest Ordinance of 1787 important?
- What made the people realize that they needed a stronger central government?

*As a result of this activity the students should be able to explain why the central government provided for by the Articles of Confederation was insufficient to meet the needs of the new nation.*

- 2. To demonstrate the basis of the conflict between the farmers of western Massachusetts and the state government,** have the students read “Shays’s Rebellion,” on pages 122 through 123 in the text. Then have each student make three one-dollar bills of play paper money. When they have finished, ask the following questions:

- Does the money you have made have value? (*No*)
- If I were to tell you that I would trade you a candy bar for each one-dollar bill, would the money have value? (*Yes*)

Explain that the value of the play money can be determined by what you are willing to trade for it. If you become willing to trade two candy bars instead of one for each one-dollar bill, the money has gone up in value. If you decide

to trade one candy bar for every two one-dollar bills instead of one one-dollar bill, the money has gone down in value. Then collect the play money. Divide the class into two groups. Group 1 represents the farmers of western Massachusetts. Group 2 represents people in eastern Massachusetts. Distribute the play money among the students in group 2. Have each student in group 1 go to a student in group 2 and borrow three one-dollar bills with which to start a farm. Then tell the students that several years have passed. The farmers have developed their farms and produced crops. They now want to sell their crops for a profit, but prices have dropped. This situation has occurred because the Massachusetts government, in an attempt to preserve the value of money, has limited the amount of money in circulation to correspond with the amount of gold and silver it has available. Since gold and silver are scarce, the value of money is kept high. Since the value of money is high, there is little of it in circulation and so the prices of goods are kept low. The people in eastern Massachusetts who lent money to the farmers want it repaid and the government is demanding taxes. Tell the students that you represent the government of Massachusetts and that you can decide whether or not to print more money. Remind them that if you print more money, each one-dollar bill will be worth less than it is now. Then ask group 1 the following questions:

- If there were more money in circulation, could you sell your products for a better price? (*Yes*)
- Could you then pay your debts and taxes? (*Yes*)
- Do you want me to print more money? (*Yes*)

Then ask group 2 the following questions:

- Do you want the farmers to be able to pay their debt to you with three one-dollar bills that are worth less than they were worth when you lent them? (*No*)
- Do you want me to print more money? (*No*)

Then lead a class discussion about how the government’s refusal to print more money, and the farmers’ resentment

of this decision, led to Shays's Rebellion. Ask the students the following questions:

- Was the government's decision the right one?
- Do you think the farmers' rebellion was the right action to take?
- What did Shays's Rebellion make Americans realize?

*As a result of this activity the students should be able to explain how money goes up or down in value and how the state governments' ability to decide the value of money, under the Articles of Confederation, led to Shays's Rebellion.*

- 3. To understand the problems of forming a government,** the students can read the introduction to Chapter 7 and the first two sections of "Search for a Strong Federal Government," on pages 124 through 131 in their text. For additional descriptions of some of the delegates who attended the convention, the students can read the first selection, "Personality Sketches," in Booklet 7 in the SSSK. Then select two students to represent delegates to the Constitutional Convention from Virginia and New Jersey. Each student delegate should present his plan to the class and draw a diagram of his proposed legislative system on the chalkboard. Each should try to "sell" his plan to the class. After these presentations ask another student to describe the compromise plan that was agreed upon. Then have the class vote on which one of the three plans they like best. Ask several students in the class to give the reasons why they voted as they did.

*As a result of this activity the students should be able to list the differences between the plans.*

**Major Idea B:** The U.S. Constitution strengthened the federal government. It also tried to solve such problems as who should be represented, who could vote, and how government should be controlled.

- 1. To discover that the U.S. Constitution reflects the values of society and that the institutions created by the Constitution**

**support those values,** the students can read the simplified version of the Constitution in the appendix to the text (pages 408 through 419). Then divide the class into two groups.

*Group 1* (one-third of the class) should study the Preamble to the Constitution, which declares our beliefs and values. One group member should list these beliefs and values on the chalkboard:

- a more perfect union
- justice
- domestic tranquillity
- common defense
- general welfare
- liberty

The group should then present a panel discussion in which they compare these beliefs with those set forth in the Declaration of Independence (see activity C-2 in Chapter 6). They should explain the difference in the goals of the two documents, pointing out that the Declaration of Independence sought to set forth the rights of the people whereas the Constitution sought to define the structure, duties, and responsibilities of the government. *Group 2* (two-thirds of the class) should study and explain the main ideas of Articles I through VII of the Constitution and how those articles implement the values spelled out in the Preamble. Divide this group into seven committees to study and report on specific articles.

- Committee 1 should explain how Article I, Sections 1 through 3, outlines the power of the U.S. government and how that helps form the nation.
- Committee 2 should explain Article II, which spells out the executive power of the president. These students can explain why it is important that the power of the president is carefully described in this article and why it is important that these powers are delegated to the executive branch.
- Committee 3 should explain Article III, which estab-



lished the Supreme Court and the federal judiciary system. They should explain why justice is important to the maintenance of tranquillity in the country. They should speculate about why the Constitution established the jurisdiction of the Supreme Court over the Constitution, the Congress, and the states. (The class might invite a lawyer or judge who could explain the significance of the courts and the rule of law.)

- Committee 4 should explain Article IV, which protects the rights and privileges of a citizen of one state in any other state. They should discuss the significance of this article in which the U.S. government guarantees protection against invasion and domestic violence. After the committee's report the class should discuss how this article relates to the calling out of the National Guard in cases of emergency.
- Committee 5 should explain Article V, which describes the method for amending the Constitution. They should try to explain why it is necessary that the Constitution be subject to amendment. (*Changing beliefs and conditions*) This committee should discuss why the authors of the Constitution made amendment so difficult. (*An easy method of amendment would allow the passions of the moment to control. It would also increase unpredictability in our legislative and judicial system. The power vested in the Supreme Court to interpret and reinterpret the Constitution allows flexibility in applying the document to changing times.*)
- Committee 6 should explain Article VI, which declares the supremacy of the Constitution, U.S. treaties, and federal laws. They should explain how this article ensures the federal nature of our country and peaceful relations with other countries. (A guest knowledgeable in international relations should be invited to explain how treaties with foreign countries become binding for everyone in the United States.)

- Committee 7 should explain Article VII, which prescribes the method for ratifying the Constitution. They should explain why nine (not all thirteen) states were needed for ratification.

Then ask the class how the system of checks and balances set forth in the Constitution operates to preserve liberty, and how the division of power between the central government and the states safeguards democracy.

*As a result of this activity the students should be able to relate the Constitution to everyday life situations.*

2. **To understand that the Constitution improved the Articles of Confederation by providing for a more tightly knit union of states and a stronger central government,** the students can complete exercise 7-A in their Problems Book.
3. **To understand the reasons behind incorporating the Bill of Rights into the Constitution,** the students can read "Bill of Rights," on pages 129 through 130 in the text, and review the simplified Bill of Rights in the text appendix (pages 415 through 416). Point out that people have said that the Bill of Rights is a list of "thou shalt nots," like the Ten Commandments recognized by the Christian and Jewish faiths. You might write the Ten Commandments on the chalkboard. Then ask:
  - In the Ten Commandments, who is referred to when "thou shalt not" is used? (*Individuals: you and I*)
  - In the Bill of Rights, who is referred to when the idea of "thou shalt not" is used? (*Government officials, not individual citizens*)
  - What is the difference between the two approaches to responsibility? (*Group vs. personal responsibility*)

Then discuss with the class the concept that the Bill of Rights is a guideline for governmental behavior, just as the Ten Commandments is a guideline for personal behavior. The concept that people, when forming a government, give up some rights to the government can also be discussed.



*As a result of this activity the students should be able to write a paragraph on the government's responsibility to obey the Bill of Rights.*

4. **To understand that the Constitution, with its Bill of Rights, establishes the basic rights, duties, and privileges of United States citizens,** the students can complete exercise 7-C in their Problems Book.
5. **To understand that the ideas in the Bill of Rights came from many different sources,** the students should carefully review the Bill of Rights in the appendix to the text (pages 408 through 414). Note that some amendments guarantee several rights in one statement (Amendments 1, 5, 6, and 8 particularly). Then have the students list the amendments by number on the chalkboard with a short description of each. The following quotations should be written on 3×5 cards and placed in a bowl or basket. A student should be selected to draw each card from the bowl and read it aloud to the class. He should also read the source of the quotation. After the card is read, the class should decide which right in the Bill of Rights is similar to, or matches, the quotation. The card should then be taped to the board under the appropriate right.

#### *Quotations*

- "That all persons charged with having committed a crime shall have the same rights of witnesses and lawyers as the government lawyers [prosecutors]."  
Pennsylvania Charter of Privileges, Oct. 28, 1701
- "[I] order . . . that no person within this colony, at any time, shall be in any way punished or questioned as to religion . . . and that all persons may freely follow their own consciences in matters of religion. . . ."  
The Charter of the Royal Colony of Rhode Island, 1663

- That unfair amounts of bail ought not to be required, nor unfairly heavy fines imposed, nor cruel and unusual punishments inflicted."

The English Bill of Rights,  
December 1689

- "That it is the right of the people to write and protest to the King. . . ."

The English Bill of Rights,  
December 1689

- "No man shall be sentenced twice for the same crime."

Massachusetts Body of Liberties,  
December 10, 1641

- "The people shall have the right of trial by jury. . . ."

The Northwest Ordinance, 1787

- "All trials . . . shall be heard and decided by the decision of 12 honest men of the neighborhood . . . where the fact or wrong is committed. . . ."

Charter of West New Jersey,  
March 13, 1677

- "That they have a right peaceably to assemble. . . ."

Declaration and Resolves,  
First Continental Congress  
Oct. 14, 1774

- "No officer of the law in the future shall, upon his own statement arrest anyone for trial, without first having credible [honest] witnesses."

Magna Charta (England),  
1215

- ". . . [To] no one will refuse . . . right or justice. . . ."

Magna Charta, 1215

- "That the freedom of the press is one of the great strengths of liberty, and can never be denied except by despotic [unfair] governments."

The Virginia Declaration of  
Rights, June 12, 1776

- “That general warrants, which allow any officer or messenger to search suspected or any places without evidence or to imprison any person not named . . . are serious and oppressive [take away liberties and rights of privacy] and ought not to be granted.”

The Virginia Declaration of  
Rights, June 12, 1776

- “No person shall be imprisoned, have his property taken, be sent out of the country, or executed, except by the lawful judgment of his peers [equals] and by the law of the land [due process of law].”

Magna Charta, 1215

*As a result of this activity the students should be able to list at least three sources of the ideas contained in the Bill of Rights.*

- 6. To demonstrate how the Bill of Rights applies to today's issues and to see how the adversary system of trial works,** divide the class into five groups to enact a series of “trials.” Four groups will discuss specific issues that might come to trial, and the last group will be the jury. In each of the four “issue” groups there should be an accused, a defense attorney, a prosecuting attorney and, if numbers allow, witnesses. These four issues should be explored:
  - The right to demonstrate against government policy (protected by the First Amendment)
  - The right to express unpopular ideas (protected by the First Amendment)
  - The right to own guns (protected by the Second Amendment)
  - The right to privacy, that is, protection from a government search without a warrant (protected by the Fourth Amendment)

After the issues have been assigned, each group should prepare for trial and assign roles to group members. In each trial you should act as the presiding judge. After arguments have been presented, the jury should retire to reach a verdict.

*As a result of this activity the students should be able to express, in essay form, some arguments for and against one of the rights protected by the Bill of Rights.*

- 7. To demonstrate the role of the Supreme Court and Chief Justice John Marshall in strengthening the U.S. Constitution,** have the students read the last selection, “Cohen versus Virginia: Federal Law over State Law,” in Booklet 8 in the SSSK. Then have selected students act out the following scenes:

*Scene 1.* In Virginia two men are convicted in the state court for selling lottery tickets. They appeal their case to the U.S. Supreme Court in 1821.

*Scene 2.* The State of Virginia argues that the lottery was a violation of the state laws and that the U.S. Supreme Court has no right to overrule the Supreme Court of Virginia. The defense argues that the U.S. Supreme Court does have the right to hear the appeal because a federal law exists that makes lotteries legal.

*Scene 3.* One student, representing Chief Justice John Marshall, reads the decision made by the court.

The class should then discuss how difficult it was two hundred years ago to recognize that the federal government was the supreme source of power.

*As a result of this activity the students should be able to give a brief synopsis of the constitutional principle involved in Cohen vs. Virginia.*

**Major Idea C:** After the Constitution was ratified, political parties emerged. Parties remain today as a means for people to express their demands on government. Symbols remain as a means for people to express their support of the nation.

- 1. To understand that political parties today to some extent still reflect the ideals of the founding fathers,** the students can read “Birth of Political Parties,” on pages 130 through 131 in the text. Then invite representatives of the Demo-

cratic and Republican parties to speak to the class. (County political party headquarters are usually listed in the telephone directory.) Ask each speaker to explain his party's philosophy and its immediate goals. Have the students ask any questions that have occurred to them. In addition, have selected students ask the following questions of the appropriate speaker:

- Like the Federalists two hundred years ago, are the Republicans today generally the wealthier members of society?
- Like Hamilton, do Republicans today favor a strong central government?
- Like the Federalists two hundred years ago, do Republicans today believe it is important to support the merchant class?
- Like Thomas Jefferson two hundred years ago, do Democrats today believe that no one group should be privileged above others?
- Like Thomas Paine two hundred years ago, do Democrats today believe that "that government is best which governs least"?
- Like the Antifederalists two hundred years ago, do Democrats today believe that the state governments should have most of the power?

*As a result of this activity the students should be able to identify some major beliefs of each of the parties and indicate their party preference (if they prefer remaining independent, they should indicate why).*

2. **To understand that the Federalists and the Antifederalists had very different ideas about how the political system should operate,** the students can complete exercise 7-B in their Problems Book.
3. **To understand the strengths and weaknesses of a political party system,** the students can read the first two selections, "Problems of Presidential Appointments" and "One Un-

pleasant View of How We Were Governed," in Booklet 8 in the SSSK. Then selected students should debate the statement "A political party system is necessary to America." Select two groups of five students each. Each group should elect a debate captain, or leader. The first group will be in favor of the topic statement; the second will oppose it. (The students should be allowed several days to prepare their arguments.) After the two groups have presented their arguments, the rest of the class should vote on which side has presented its case more convincingly.

*As a result of this activity the students should be able to list major arguments for and against the political party system.*

4. **To understand the importance of symbols,** the students can read "Patriotic Symbols," on pages 130 through 131 in the text. Then assign several students to prepare a bulletin-board display of United States symbols. These should include the flag, the Great Seal of the United States, the eagle, the seal of the president, and the Statue of Liberty. Next, appoint several students to a panel to study and explain the symbols and quotations that appear on the Great Seal of the United States. (The Great Seal is found on a dollar bill, and information is available in encyclopedias under the heading "Great Seal of the United States.") After the panel has presented its report, a discussion should be held in which the meanings of the symbols that appear on the bulletin-board display are related to those that appear on the seal.

*As a result of this activity the students should be able to list three symbols of the United States and give reasons for their importance.*

5. **To understand the national anthem more clearly,** the students can review "Songs," on page 132 in the text. Then play a recording of the national anthem to the class or have the students sing the song. Discuss each verse and the circumstances under which the song was written. Emphasize that patriotism is a feeling of pride in the nation. If possible, play recordings of "America the Beautiful" and

“My Country ’Tis of Thee” for the class. Ask the students if either of these songs inspires more feelings of pride than the national anthem and, if so, why.

*As a result of this activity the students should be able to write a short essay explaining what the national anthem means to them.*

**Summary:** The failure of the Articles of Confederation to provide a viable means of government necessitated the formation of a strong central government. The U.S. Constitution provided a detailed structure for a strong yet flexible political system.

**To summarize this chapter on how people were governed,** have the students turn to page 133 in the text and answer the questions under the heading “Test Yourself.” Student responses should include the following:

1. Suppose you were a farmer who joined Daniel Shays’ Rebellion. How would you explain your act? (*Allow free discussion.*)
2. Why did many people want to change the Articles of Confederation? How were weaknesses eventually corrected? (*A great deal of conflict existed between states in trade and commerce; economic instability resulted from each state coining its own money; the central government was unable to collect taxes and therefore unable to pay a defense force.*

*Under the Constitution, the federal government controlled interstate commerce, coined all money, and had power to collect taxes.)*

3. What is a democracy? Was the United States very democratic when the Constitution was written? (*Democracy is government by the people. No; women, slaves, and most people who did not own property were not allowed to vote.*)
4. What is meant by separation of powers? How does the system of checks and balances keep any one branch of government from becoming too powerful? (*Separation of powers in U.S. government means that the legislative branch makes laws; the executive branch enforces laws; the judicial branch interprets laws. Checks and balances make each branch subject to some control by the other branches—Congress can pass laws; the president can veto laws; Congress can override a presidential veto by two-thirds vote; the Supreme Court can declare laws unconstitutional.*)
5. In what ways do you think political parties have strengthened American democracy? Can you think of any bad effects of political parties? (*Student responses should include positive aspects such as the fact that parties have lent stability to the political system and have allowed different viewpoints to be presented to voters, and negative aspects such as the fact that powerful and wealthy groups and individuals, rather than ordinary voters, often have controlled parties.*)





# CHAPTER 8: How People Made Their Living: The Economic Subsystem

## COMPONENTS

### Student Text

Chapter Introduction, *New Trading Patterns*  
p. 134, pp. 135-138 **p. 102/1**

*Money Problems*  
pp. 136-138 **pp. 103-104/5**

Pictorial study  
pp. 150-151 **p. 106/3**

Pictorial study  
pp. 146-147 **p. 106/4**

*The Constitution Strengthens the Economy*  
pp. 139-141 **pp. 106-107/6**

*Economic Life in Different Regions*  
pp. 143-152 **pp. 108-109/5**

*Test Yourself* - answers  
p. 152 **p. 110/Summary**

### Problems Book

*Why Do We Need Money?*  
p. 26 **p. 103/3**

*Who Can Produce at the Lower Cost?*  
p. 27 **p. 105/1**

*Buy New Land or Use Old?*  
p. 28 **p. 109/6**

### SSSK

*Gibbons versus Ogden: 1824*  
Booklet 9 **p. 107/2**

*Making a Living in Indiana*  
Booklet 10 **p. 110/9**

## MAJOR IDEAS

**A.** The new nation faced many severe economic problems caused by the loss of trade with England and her colonies.

**B.** In order to build an economic system it was necessary to develop industry and commerce through a strong national government.

**C.** The Constitution and the international conditions of the time established a climate that favored the economic development of the United States and shaped an economic system that was based on economic freedom and the regional division of labor.

*Summary:* The economic problems faced by the United States in its early years structured the formation of an economic system based on economic freedom and regional specification.

## ACTIVITIES Teacher's Resource Guide

### LANGUAGE ARTS

<b>Creative Dramatics</b>	<p>Simulation: Market interaction between U.S. and England <b>pp. 102-103/2</b></p> <p>Role play: See <b>A-5: Student Text</b></p> <p>Simulation: Changes in supply and demand <b>pp. 104-105/6</b></p>	<p>Sociodrama: Manufacturing contributes to economic system <b>pp. 105-106/2</b></p>	<p>Role play: See <b>C-2: SSSK</b></p>
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### MISCELLANEOUS

<b>Community Resources</b>		<p>Speakers: Government officials and lawyers <b>p. 106/5</b></p>	
<b>Other</b>	<p>Game: Goods and services musical chairs <b>p. 103/4</b></p> <p>Game: Password <b>p. 105/7</b></p>	<p>Panel discussion: See <b>B-6: Student Text</b></p>	<p>Bulletin board display: "The U.S. Constitution Enables the Government to. . ." <b>p. 107/1</b></p>

## CHAPTER 8: How People Made Their Living: The Economic Subsystem

### Statement to the Teacher

This chapter will acquaint your students with the new nation's economic system. An economic system is made up of institutions that develop resources and distribute products. Through their study of this chapter your students will learn to relate economic theory to national development, and the political process to economic development.

The new nation faced many challenges. It lost its British market for tobacco, rice, indigo, and ships. At the same time, it had to depend heavily upon British manufactured goods. The gold and silver spent on British goods deprived the nation of precious metals needed for its money supply.

Because of the scarcity of these precious metals, the colonists printed a large supply of paper money. This created inflation. To stop inflation, the government tried to keep the amount of paper money in circulation in proportion to the available supply of gold and silver. But this created a scarcity of money that led to a depression.

To overcome the depression, the country developed world trade. The government also tried to assure a domestic market for developing industries. But the loose confederation of states, under the Articles of Confederation, was not strong enough to develop the market.

The new Constitution unified the country, gave it a single monetary system, and protected the private property necessary for economic development. Your students should see from these events the interdependence of the economic and the political systems.

Two other events encouraged economic development:

1. The war among the European nations brought prosperity to the United States. Our country was neutral for much of the period of this war, so our ships delivered goods to England,

France, and other European countries. This trade brought silver and gold to our country.

2. As the war continued, American ships were often searched or seized by French and English ships. This prompted President Jefferson to declare an embargo, which meant that American ships could not trade with England or France. People with savings shifted that money from shipping to manufacturing. Many thought that this development was the beginning of the industrialization of our country. When the war ended, English manufactured goods flooded the American market because they were cheaper than goods produced here. Many American factories closed down, but the seeds of industrialization had been sown. The isolation of the United States during the war gave the country an opportunity to develop new industries and regional specialization of industries.

### Suggested Lesson Structure

#### *Session Component*

#### *TRG Reference*

- |     |  |            |
|-----|--|------------|
| 1.  | <b>Text</b> , Chapter Introduction, "New Trading Partners" ..... | <b>A-1</b> |
|     | <b>PB</b> , "Why Do We Need Money?" .....                        | <b>A-3</b> |
| 2.  | <b>TRG</b> , simulation .....                                    | <b>A-2</b> |
| 3.  | <b>Text</b> , "Money Problems" .....                             | <b>A-5</b> |
| 4.  | <b>TRG</b> , simulation .....                                    | <b>A-6</b> |
| 5.  | <b>TRG</b> , game .....  | <b>A-7</b> |
| 6.  | <b>TRG</b> , sociodrama .....                                    | <b>B-2</b> |
|     | <b>PB</b> , "Who Can Produce at the Lower Cost?" ...             | <b>B-1</b> |
| 7.  | <b>Text</b> , pictorial study .....                              | <b>B-3</b> |
|     | <b>Text</b> , pictorial study .....                              | <b>B-4</b> |
| 8.  | <b>Text</b> , "The Constitution Strengthens the Economy" .....   | <b>B-6</b> |
|     | <b>TRG</b> , speaker .....                                       | <b>B-5</b> |
| 9.  | <b>SSSK</b> , "Gibbons versus Ogden: 1821" .....                 | <b>C-2</b> |
| 10. | <b>Text</b> , "Economic Life in Different Regions" ...           | <b>C-5</b> |
| 11. | <b>PB</b> , "Buy New Land or Use Old?" .....                     | <b>C-6</b> |
|     | <b>TRG</b> , oral reading .....                                  | <b>C-7</b> |

12. **SSSK**, "Making a Living in Indiana" ..... **C-9**  
 13. **Text**, "Test Yourself" ..... **Summary**

## Vocabulary

balance of payments	market
contract	merchant
cotton gin	national market
counterfeit money	neutral country
debts	patent
defendant	plaintiff
demand	regional division of labor
depression	scarcity
embargo	specialization
foundry	supply
hard cash	tallow
hogshead	tariff
illiteracy	trustees
inflation	unified monetary system

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### FOR THE TEACHER

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### FOR THE CHILDREN

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## ACTIVITIES

**Major Idea A:** The new nation faced many severe economic problems caused by the loss of trade with England and her colonies.

- To demonstrate some of the economic problems that the new nation faced as a result of loss of trade with England and her colonies,** have the students read the introduction to Chapter 8 and "New Trading Patterns," on pages 135 through 138 in the text. Then lead a class discussion based on the following questions:

- Why did Americans continue to buy British goods when the British refused to buy goods from the Americans? (*There was a great demand for English goods that Americans couldn't produce.*)
- What kinds of money problems did this cause the new nation? (*Americans ran out of cash and credit.*)
- What did the Americans do when they were cut off from trade with England and her colonies? (*They began trading with the rest of the world.*)
- Did this solve most of the new nation's economic problems? (*No*) Why? (*The growing world trade still did not provide the new nation with sufficient gold and silver to pay for the British goods she needed.*)
- What happens when there is too much paper money in circulation compared to the goods and services available? (*It loses its value, and inflation results.*)
- What happens when there is not enough money in circulation compared to the goods and services available? (*The price of goods goes down, and a depression results.*)

*As a result of this activity the students should be able to list some of the new nation's economic problems that arose from loss of trade with England and her colonies.*

- To understand the difficulties the young nation had in paying for goods and services it bought from England,** the students can conduct a mock market interaction between Eng-

land and the United States. Ask one student to represent England and another student to represent America. Each of these students should have slips of paper or wooden or cardboard blocks to represent the various goods and services his country produces. The student who represents England should have blocks representing such products as tools and machines, textiles, pots and pans, china, furniture, glassware, books, and schools in England attended by children from rich American families. The student who represents the United States should have blocks representing such products as tobacco, indigo, rice, lumber, ships, cotton, tar, whale oil, furs, and American ships that carry English goods. The blocks should vary in size to indicate the degrees of importance of the items they represent. The height of the blocks owned by England will exceed the height of the American blocks. Then begin the play:

U.S.: England, I would like to buy \$3,000 worth of tools and machines.

ENGLAND: I'll sell you \$3,000 worth of tools and machines. (*England hands a block labeled "Tools and Machines—\$3,000" to U.S.*)

ENGLAND: I'll buy \$2,000 worth of tobacco from you.  
U.S.: I'll sell you \$2,000 worth of tobacco. (*U.S. hands over a proportionately smaller block labeled "Tobacco—\$2,000."*)

Continue the play with the United States and England alternately trading the following blocks:

*U.S. Buys from England*

tools—\$3,000	furniture—\$1,000
textiles—\$3,000	glassware—\$1,000
pots and pans—\$1,000	books—\$1,000
china—\$1,000	education—\$1,000

*England Buys from U.S.*

tobacco—\$2,000	furs—\$500
shipping—\$2,000	tar—\$500
lumber—\$500	indigo—\$500
whale oil—\$500	rice—\$500



When the trading is completed, figure the amount the United States owes England and the amount England owes the United States as a result of their transactions. Total the sums on the chalkboard. Then subtract the amount England owes the United States from the amount the United States owes England. Explain that this amount represents the international *balance of payments* between England and the United States. Next, lead a class discussion of the following questions:

- What did the United States and England buy and sell? (*Goods and services*)
- Which country bought more? (*The United States*)
- As a result of these market transactions, which country is in debt? (*The United States is in debt to England.*)
- What can the two countries do to balance their trade so that neither country is in debt to the other? (*England must buy more goods and services from the United States or the United States must buy fewer goods and services from England.*)

*As a result of this activity the students should be able to explain why the United States went into debt to England in terms of the concept of international balance of payments.*

3. **To demonstrate the fact that without a stable monetary system it is difficult for people to get the goods and services they need**, have the students complete exercise 8-A in their Problems Book.
4. **To illustrate the essential nature of the problem of scarcity faced by the founders of the new nation**, have the students play a short game of musical chairs. (First explain that scarcity exists because man has unlimited wants and there is only a limited supply of physical resources.) In the game, the chairs represent the limited supply of physical resources. Have the students label each chair "Goods and Services." The students represent the unlimited material wants of man. Have each student make a sign to hang around his neck labeled "Desires for Goods and Services." The music starts

and stops as in the traditional game of musical chairs. The game should begin with ten chairs and ten students. When the music stops, each student will find a chair. (That is, all wants for goods and services are fulfilled.) Ask the students, "Does this happen in real life?" (*No*) To adjust the situation to real life, add two more students ("wants") while leaving the number of chairs ("goods and services") the same. The game begins again. When the music stops, two students will be left standing (that is, two wants are unsatisfied). Then ask the following questions:

- Why did the desires for goods and services increase? (*Because the population increased or because people wanted more*)
- Why are two wants left unfulfilled? (*There were not enough goods and services to go around.*)
- Why weren't there enough goods and services to go around? (*Not enough raw material, skilled labor, or tools*)
- How can the gap between unlimited wants and limited resources be resolved? (*Get along with less or learn how to produce more*)
- How did our economic system try to solve this problem? (*By producing more goods*)

*As a result of this activity the students should be able to define scarcity, and explain why wants go unfulfilled and how these wants might be met.*

5. **To understand the basic definition of inflation**, the students can review "Money Problems," on pages 136 through 138 in the text. Then have them participate in several role-playing scenes. Tell the students that the producer in these scenes represents all the producers in the country, and the consumers represent all the consumers.

*Scene 1.* Select one student to play the role of a producer. The producer has thirty marbles or other small items that represent the goods he has for sale. Instruct the producer to sell his marbles in this and following scenes for as much money as he can. Ten other students

play the roles of consumers (buyers). Instruct the consumers to buy as many marbles as they can. Each of these ten students has \$6, which represents the portion of his weekly salary that he can spend on goods. The consumers go to the producer and each buys three marbles at \$2 apiece.

*Scene 2.* It is six months later. Five of the consumers have received large raises at work and now have \$12 a week to spend on goods. The other five consumers still have \$6 to spend. The consumers go to the producer to buy goods. The wealthier consumers want to buy six marbles at \$2 apiece, and the other consumers want to buy three marbles at \$2 apiece. But the producer still has only thirty marbles for sale as his production has not gone up over the past six months. He wants to make as much money as he can, so he raises the price of his marbles to \$3 each. The wealthier consumers buy four marbles apiece, but the other consumers can buy only two marbles apiece.

*Scene 3.* It is six months later. All the consumers have received raises. Two of them now have \$15 a week to spend on goods, five have \$12 a week to spend on goods, and the remaining three have \$10 a week to spend on goods. They all go to the producers and attempt to buy as many marbles as they can for their money. The producer raises his prices again, this time he charges \$4 per marble.

Lead a class discussion about what situation has developed in the scenes by asking such questions as the following:

- What has happened to the supply of money available to buy goods?
- What has happened to the supply of goods?
- Why has the producer been able to raise his prices and still sell all his marbles at the higher price?
- What has happened to the purchasing power of the money the consumers receive? (*It has dropped.*)
- Who has benefited from this situation? (*The producer*)

- If a banker (creditor) had made a loan of \$10 during scene 1, would his repayment be worth as much during scene 3? (*No*)
- If a borrower received a loan during scene 1, would the value of his debt increase or decrease by scene 3? (*Decrease*)
- Why would loans be affected this way? (*Because the purchasing power of money has fallen. Whoever borrowed money from the banker would be able to pay it back at less than its original worth.*)

Then explain that this situation is called *inflation* and that inflation can be caused by different events; but the end result is that the number of goods remain about the same while the amount of money available to purchase those goods increases. Then ask the following questions:

- During an inflation, who would suffer more—a creditor or a debtor?
- What do you think would happen to a person on a fixed retirement income of \$50 a week if prices for goods doubled? (*He could buy only half as many goods.*)
- Were there consumers in any of the scenes who were in a similar situation?

*As a result of this activity the students should be able to define inflation and explain who benefits and who is hurt by such an occurrence.*

6. **To demonstrate that prices go up and down because of changes in supply and demand,** have selected students participate in a simulation game. Ask four students to act as customers. Give each customer ten one-dollar bills in play money. Tell them that they are to spend all of their money in each round of the game. Ask three students to act as storekeepers. Give each of them seven identical cardboard or paper boxes that represent his store's products. Also give each a piece of cardboard on which to write the price of his boxes. Tell the storekeepers that there is \$40 in circulation in the room, divided among the four customers. Instruct

them that they are to decide individually on the price to ask for their boxes. Each storekeeper should write the price he has decided upon on the cardboard. Then begin the game. As each round begins, remind the sellers that they are to attempt to get the highest possible price for each box and sell as many as possible. Remind the buyers that they are to attempt to get the most boxes for their money and must spend all of it.

*Round 1.* The customers go to the stores. They try to get the most for their money. They can compare the prices written on the pieces of cardboard. If a price is too high, the shopkeeper will not sell any products. He must cross out the price on his cardboard and write a lower price.

*Round 2.* Two customers go to the stores, while the other two remain seated. Everything else is the same as in round 1. (In this case the demand dropped. The sellers will have to decrease prices in order to sell products.)

*Round 3.* All four customers go to the stores to bargain for the goods. This time the storekeepers have only three identical boxes to sell. Everything else is the same as in round 1. (In this case the supply decreased while the demand remained the same as in round 1. Consequently, the sellers will raise the price of their products.)

When the students have completed their bargaining, discuss the following questions:

- What happens to the price of goods when there is a decrease in the demand, as in round 2? (*It goes down.*)
- What happens to the price of goods when there is a decrease in the supply of the goods, as in round 3? (*It goes up.*)
- What happens to the price of goods when there is an increase in the supply of goods? (*It goes down.*)

*As a result of this activity the students should be able to define the laws of supply and demand.*

7. **To understand the economic concepts of demand, supply, money, inflation, depression, market, scarcity, embargo,**

**and tariff,** the students can play a classroom version of the game Password. Write the above terms on slips of paper. (Add others from the text if you wish.) Then divide the class into two teams and each team into pairs. One student selects a slip of paper on which one of the terms has been written. He then gives a synonym for that word. (If a definition is necessary, the slip should state that a short definition is allowed.) If his partner responds with the correct term, their team gets a point. If the partner responds incorrectly, the student who holds the slip of paper shows it to the first person on the other team. That student gives a synonym or a definition of the word on the slip and his partner must guess the word. The teams alternate until a student gives the correct answer. Continue the game with alternate teams until each pair of students has participated.

*As a result of this activity the students should be able to define basic economic terms.*

**Major Idea B:** In order to build an economic system it was necessary to develop industry and commerce through a strong national government.

1. **To understand that a large factory can produce products at a lower cost than a small factory,** the students can complete exercise 8-B in their Problems Book.
2. **To understand how manufacturing industries contributed to the growth of the economic system,** the students can enact a sociodrama. Select five students to represent merchants. Their desks can be their stores. Each student should hang a sign on the front of his desk identifying his business. The five businesses are a general store, a leather shop, a blacksmith's shop, an inn, and a candle shop. Then begin the sociodrama:

The five merchants are at a town meeting. They are discussing the lack of growth in their town. Each merchant complains of a lack of business. The general-store owner

complains that not enough people are buying food. The innkeeper complains that there are not enough guests. Each merchant has a complaint. In the midst of the discussion a sixth student enters the town meeting and introduces himself as a businessman. He wishes to build a wagon factory. He can make use of the nearby roads and the lumber near the town. He asks the town meeting for permission to build a wagon factory in the community.

Lead the students in discussing the following questions:

- Should the community welcome the wagon factory?
- How will the wagon factory help the other merchants?
- How will it help the community grow?
- What are the advantages and disadvantages of living in a growing community?

*As a result of this activity the students should be able to list the ways in which the new wagon factory will help the five merchants.*

- 3. To understand the modes of transportation available 200 years ago,** the students should study the pictures on pages 150 and 151 in the text. Then lead a class discussion by asking such questions as the following:

- What types of transportation do you see in these pictures?
- Why do you think it was so difficult to build roads 200 years ago? (*The country was largely wilderness, and the central government lacked the money and power needed to build roads.*)
- Why do you think transportation is important in building an economic system?

*As a result of this activity the students should be able to give several examples of types of transportation that were available to American pioneers.*

- 4. To understand how advances in technology affected economic development,** the students should study the pictures on pages 146 and 147 in the text that show tools used 200 years ago. As they study the pictures, ask these questions:

- Why do you think tools and machines are necessary for economic growth?
- What do you think people need in order to build and to make use of new machines? (*Savings, inventions, methods of transforming inventions into workable machines*)
- What difference do you see between the tools that were in use 200 years ago and the inventions that were new then? (*The old tools were mostly powered by hand, wind, or water. The new ones used steam.*)
- How did the steam engine increase production? How did it improve transportation?
- Do you see any relation between the improvement of machines and tools and the growth of cities? (*Improved farm machinery created surpluses in farm products that enabled farmers to feed a growing city population. Factories using machinery attracted people to cities. Some machines improved transportation, bringing people to cities and improved trade between cities.*)

*As a result of this activity the students should be able to explain how technology relates to economic development.*

- 5. To understand the importance of the constitutional provisions for building an economic system,** the students can invite government officials and lawyers to speak to the class. These visitors should be asked to explain the importance of regulating commerce, collecting taxes, promoting trade, managing money, and protecting private property and inventions.

*As a result of this activity the students should be able to list some ways in which the Constitution regulates and protects our economic system.*

- 6. To understand the importance of the new Constitution in the formation of our economic system,** the students can review "New Trading Patterns," on pages 135 through 138 in the text. They should also read "The Constitution Strengthens the Economy," on pages 139 through 141 in the



text. Then have them conduct a panel discussion, with one student acting as moderator. The moderator can summarize the reasons why the Articles of Confederation were inadequate in helping to build an economic system. Then the members of the panel should discuss the different ways that the Constitution helped create a climate favorable to the development of a national economic system.

*As a result of this activity the students should be able to explain how the Constitution helped to build a better economic system.*

**Major Idea C:** The Constitution and the international conditions of the time established a climate that favored the economic development of the United States and shaped an economic system that was based on economic freedom and the regional division of labor.

1. **To understand the importance of the economic activities protected by the Constitution,** the students can review “The Constitution Strengthens the Economy,” on pages 139 through 141 in the text. They can then develop a bulletin-board display entitled “The U.S. Constitution Enables the Government to. . . .” The board should be divided lengthwise into six areas with the following subtitles:

- Regulate Commerce
- Promote Trade
- Collect Taxes
- Manage Money
- Protect Private Property
- Protect Ideas

Instruct the students to collect relevant articles and pictures from local, state, and national publications. This may continue for two or three consecutive weeks. The articles and pictures should be displayed on the bulletin board.

*As a result of this activity the students should be able to identify current government actions that relate to economic authority as outlined in the Constitution.*

2. **To understand the role of the Supreme Court and Chief Justice John Marshall in reinforcing the belief system articulated in the U.S. Constitution,** the students can read the third selection, “*Gibbons versus Ogden*: 1824,” in Booklet 9 in the SSSK. Select five students to play the roles of Gibbons, Ogden, their two lawyers, and the judge. They can enact the courtroom scene described in the reading. A sixth student, acting as narrator, can provide the necessary background materials. The two lawyers should state their arguments. Chief Justice Marshall should give his opinion and the reasons for it. The class should then discuss whether or not Congress could pass labor laws and other social legislation affecting commerce conducted entirely within the boundaries of a state.

*As a result of this activity the students should be able to explain why the constitutional principle involved in Gibbons vs. Ogden was important to the development of trade in the United States.*

3. **To understand the role of the Supreme Court and Chief Justice John Marshall in reinforcing the belief system articulated in the U.S. Constitution,** the students can read the third selection, “*Trustees of Dartmouth College versus Woodward*: 1819,” in Booklet 10 in the SSSK. Ask three students to play the roles of New Hampshire’s lawyer, Dartmouth’s lawyer, and Chief Justice Marshall. They can enact the scene. A narrator can provide the necessary background material. After the two lawyers state their cases, Chief Justice Marshall should give his opinion. Next lead the students in discussing the following questions:

- What is a contract?
  - What are the advantages of a contract? the disadvantages?
- As a result of this activity the students should be able to explain why the sanctity of a contract is important in business.*

4. **To demonstrate the fact that specialization aids economic development,** have the students read “Price of Prosperity,”



on pages 142 through 143 in the text. Then select two students to act out the following play:

One student should represent the United States and the other should represent England. Each student stands behind a table or desk in the front of the room. Both players are dividing their time equally between producing tools and producing ships. The United States is producing two ships and four tools, which are on the table in front of the student. At the same time England is producing two ships and twelve tools. (The students should construct cardboard mock-ups of the tools and ships before beginning this activity.)

ENGLAND: I can produce tools more easily; ships as easily as the United States. I wish I had fourteen tools and two ships.

U.S.: I cannot produce tools as easily as England, but I can produce ships just as easily as England. I wish I had ten tools and as many ships as I am now producing.

ENGLAND: I wonder if there is any way we can both get what we want.

U.S.: I have an idea! I think both of us can be better off if we specialize and trade with each other.

ENGLAND: But how could we benefit from trading?

U.S.: Since you produce tools more easily than I do, why don't you specialize in the production of tools? Since I can produce ships as easily as you, I will specialize in shipbuilding. Then we can trade with each other and both of us will be better off.

ENGLAND: Let's do it!

England produces twenty-four tools and places them on the table. The United States produces four ships and places them on the table. Then the countries commence trade. The United States gives two ships to England and

receives ten tools. Both countries now have what they want.

Afterward point out that this play demonstrated one example of the theory of *comparative advantage*. Explain that comparative advantage occurs when two countries or regions specialize in the production of those goods or services that are easiest for them to produce and then trade with each other so that each receives what it needs. Then ask the following questions:

- Which of the goods could England produce more easily than the United States?
- Which could the United States produce just as easily as England?
- How did specialization help the two countries?
- What could happen to the labor force in each country as a result of specialization? (*Specialization could result in added efficiency leading to higher productivity.*)

*As a result of this activity the students should be able to explain how specialization worked for the benefit of England and the United States.*

5. **To understand the importance of regionalism and its significance in our early economic development**, the students can read "Economic Life in Different Regions," on pages 143 through 152 in the text. Then have them pretend that they are attending an economic development conference called by Thomas Jefferson. President Jefferson has invited delegates from three regions of the United States—the Northeast, the South, and the West. Ask three students to be delegates for these regions. Each delegate should describe the economic characteristics of his region, its problems, and possible solutions to these problems that the government might supply. Next the class should discuss how goals of some regions are in conflict with goals of others. (*The North's demand for tariffs is in conflict with the South's desire for free trade. The demand of the New England merchants for gold and silver money is in conflict*

with the Western farmers' desire for paper money.)  
*As a result of this activity the students should be able to list an economic goal of each of the regions represented.*

6. **To understand that the decision to buy new land or fertilize old land is dependent on a comparison of the unit cost of new land with the unit cost of fertilizer,** the students can complete exercise 8-C in their Problems Book.
7. **To illustrate the difficulties of transportation on the frontier,** ask a student to read aloud the following quote from *Notes on a Journey in America*, by Morris Birkbeck, published in 1817:

We have now turned our backs on the old world, and find ourselves in the stream of emigration. Old America seems to be breaking up, and moving westward. We are seldom out of sight, as we travel towards the Ohio, of family groups, behind and before us, some with a view to a particular place close to a relative or friend, who has gone ahead, and reported well of the country. Many, like ourselves, when they arrive in the wilderness, will find no home prepared for them.

A small wagon (so light that you might almost carry it, yet strong enough to bear a good load of bedding, utensils and provisions, and a swarm of young citizens, —and to sustain marvellous shocks in its passage over these rocky heights), with two small horses; sometimes a cow or two, comprises their all; excepting a little store of hard-earned cash for the land office of the district; where they may obtain a title for as many acres as they possess half-dollars, being one fourth of the purchase money. The wagon has a cover, made of a sheet, or perhaps a blanket. The family are seen before, behind, or within the vehicle, according to the road or weather, or perhaps the spirits of the party.

Next lead the class in a discussion of the following questions:

- What are some of the problems the pioneers faced on their journey?

- How much did land cost? (*Fifty cents per acre down payment; total price \$2 per acre*)
- What did these pioneers take with them? (*Horses, cows, bedding, and so on*)
- Why were the roads so poor? (*The new nation had little money to invest in improving roads. Building and repairing roads was very costly, since there was no machinery to do this work.*)

*As a result of this activity the students should be able to give examples of the problems of transportation on the American frontier.*

8. **To understand the importance of family farms in the middle states,** the students should study the picture of "The Residence of David Twining," on page 155 in the text. Then lead a discussion of the following questions:

- Is this a diversified farm or a one-crop farm like most plantations?
- Do you think this is a poor farm or a financially successful farm?
- In the stage of development of the nation in the late 1700s, would people have called this a frontier farm? (*No*)
- Looking at the size of the house and the people in the picture, who do you think lived on this farm? (*Probably a mother, father, grandparents, children, hired workers, and possibly a slave or slaves*)
- From what you know about regional specialization, would you guess that this farm was located in a New England state, a middle state, or a Southern state? (*A middle state*)
- Do you think that all farmers who lived in the United States at that time lived like this?

*As a result of this activity the students should be able to cite several examples of the differences between a farm such as the one pictured and those found in frontier areas and the Southern states.*

9. **To understand some of the occupations of the people in the late 1700s to early 1800s**, the students can read the second selection, "Making a Living in Indiana," in Booklet 10 in the SSSK. Ask two students to play the roles of the peddler and the farmer. They can tell the other students about their homes and their work.

*After completing this activity the students should be able to list some of the hardships of life on the frontier.*

**Summary:** The economic problems faced by the United States in its early years structured the formation of an economic system based on economic freedom and regional specialization.

**To summarize this chapter on how people made their living**, have the students turn to page 152 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. After the Revolution, how did the government try to cure the inflation problem? What problem did this cause in turn? Who suffered most from each problem? (*By withdrawing from circulation paper money that was not backed by hard money. This caused a depression. Poor people and farmers suffer most from a depression; bankers and businessmen suffer most from an inflation.*)
2. How did the weakness of the Articles of Confederation harm the economy? How did the Constitution change this? (*Competition between states in trade and commerce; printing and*

*coining of unreliable money by the states. The Constitution gave the federal government control of interstate trade; only the federal government could print or coin money.*)

3. What is "hard money"? How did the United States begin to lose hard money after the Revolution? (*Hard money is gold or silver. The United States lost hard money by paying more gold and silver for goods imported from Great Britain than it received for goods it sold to other countries.*)
4. How did America take advantage of the war in Europe in the early 1800s? How did the end of the war affect the American economy? (*The United States made money by selling goods to the nations that were at war. After the war, European nations began to produce their own goods again; instead of buying American goods, they flooded the American market with their own cheaper products. As a result many American businesses and industries were forced to close down.*)
5. What is "regional specialization"? Briefly describe life in the three regions of the United States in the early 1800s. (*Regional specialization occurs when each part of the country produces what it can produce best. In the Northeast, there still were many farmers, but many people also lived in cities and worked in trade or industry. The people in the West were mainly poor, pioneering farm families; there were few cities. In the South, most people were small farmers or slaves, with a small minority of wealthy, slave-owning planters; there were few cities.*)



## CHAPTER 3: How People Lived: The Cultural Subsystem

### COMPONENTS

#### Student Text

*City Life*  
pp. 159-163      **p. 116/1**

*Religion, Communications*  
pp. 167-170, pp. 170-171      **p. 118/5**

*Education*  
pp. 163-164      **p. 118/1**

*Science*  
pp. 164-167      **p. 119/4**

*The Arts*  
pp. 171-175      **pp. 120-121/7**

*Discoveries in the West*  
pp. 165-166      **pp. 123-124/4**

*Test Yourself - answers*  
p. 175      **p. 124/Summary**

#### Problems Book

*Three Cities*  
p. 29      **p. 118/6**

*Education: Then and Now*  
p. 30      **p. 119/2**

*Men Who Shaped Our Culture*  
p. 31      **p. 122/13**

#### SSSK

*City Life*  
Booklet 11      **p. 116/1**

*Philadelphians Are Not Like New Yorkers*  
Booklet 12      **p. 116/2**

### MAJOR IDEAS

**A.** Early American cities played an important role in shaping and transmitting ideas throughout the young nation.

**B.** The kind of nation that the early Americans were committed to building was reflected in their development of education, science, and the arts.

**C.** People from different backgrounds were united in their belief in the rewards of hard work and in their belief in human progress.

*Summary:* The cultural system that emerged in the new nation reflected American attitudes about the social structure as a whole. It grew from diverse ideas and ways of life but was unified in the common belief in human progress based on hard work.



# ACTIVITIES Teacher's Resource Guide

## SOCIAL SCIENCES

<b>Spatial Orientation</b>			See <b>C-4: Student Text</b>
<b>Research Orientation</b>	See <b>A-2: SSSK</b>	See <b>B-4: Student Text</b> Research: Scientific method and impact on medicine <b>p. 119/5</b>	See <b>C-3: Creative Dramatics</b> See <b>C-4: Student Text</b>

## LANGUAGE ARTS

<b>Stories and Poems</b>		Story by Washington Irving <b>p. 121/9</b>	
<b>Creative Writing</b>	Write reports: See <b>B-1: Student Text</b>		
<b>Creative Dramatics</b>		Role play: See <b>B-7: Student Text</b>	Role play: Heroes of early American west <b>p. 123/3</b> Playlet: See <b>C-4: Student Text</b>

## ART AND MUSIC

		Art: Contribution of art and buildings to national unity <b>pp. 121-122/10</b> Art: See <b>B-11: Community Resources</b>	Art: See <b>C-3: Creative Dramatics</b>
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## MISCELLANEOUS

<b>Community Resources</b>		Speaker: Representative of historical association <b>p. 122/11</b> Speakers: Folk artists <b>p. 122/12</b>	
<b>Other</b>	Community interactions: How new information is learned <b>pp. 116-117/3</b> Experiment: Communication and voting <b>pp. 117-118/4</b>	Panel discussion: Role of different types of schools in society <b>p. 119/3</b>	Debate: Views of Josiah Tucker vs. James Madison <b>pp. 122-123/1</b> Discussion: American cultural diversity <b>p. 123/2</b>

## CHAPTER 9: How People Lived: The Cultural Subsystem

### Statement to the Teacher

This chapter will acquaint your students with the new nation's cultural system. This system is made up of institutions that transmit customs and beliefs throughout the nation and from one generation to another. Some of these institutions are cities, schools, churches, communications, and the arts.

Even though their populations were small, cities two hundred years ago were the centers for the newly emerging American culture. They generated and transmitted ideas and values that had a strong impact on the political and economic system.

The value Americans put on what was useful became an important influence on the way people lived. Practical knowledge was taught in the "English" schools. The need to industrialize and the need to explore the West gave impetus to the work of scientists and inventors.

Choice of religion was a matter of individual conscience. This contrasted with the European situation, where state churches possessed great political, economic, and social power.

Newspapers, pamphlets, and books, even in western areas, disseminated political information. They greatly helped widen local markets into regional or national markets for goods and ideas.

Your students will discover that American painters, musicians, and writers gained little support from the new, utility-minded American nation. Most Americans had little confidence or interest in the work of American writers and artists. Nonetheless, the arts gained a foothold in the developing nation. The wealthy supported European arts in the cities, while farmers and pioneers developed peculiarly American adaptations, useful and enjoyable in their daily lives. As a result, an American cultural system grew from many and varied sources.

### Suggested Lesson Structure

<i>Session</i>	<i>Component</i>	<i>TRG Reference</i>
1.	<b>Text</b> , "City Life" . . . . .	<b>A-1</b>
	<b>SSSK</b> , "City Life" . . . . .	<b>A-1</b>
2.	<b>SSSK</b> , "Philadelphians Are Not like New Yorkers" . . . . .	<b>A-2</b>
3.	<b>TRG</b> , community interactions . . . . .	<b>A-3</b>
	<b>PB</b> , "Three Cities" . . . . .	<b>A-6</b>
4.	<b>Text</b> , "Religion," "Communication" . . . . .	<b>A-5</b>
5.	<b>Text</b> , "Education" . . . . .	<b>B-1</b>
6.	<b>TRG</b> , panel discussion . . . . .	<b>B-3</b>
	<b>PB</b> , "Education: Then and Now" . . . . .	<b>B-2</b>
7.	<b>Text</b> , "Science" . . . . .	<b>B-4</b>
	<b>TRG</b> , research . . . . .	<b>B-5</b>
8.	<b>Text</b> , "The Arts" . . . . .	<b>B-7</b>
	<b>TRG</b> , story . . . . .	<b>B-9</b>
9.	<b>TRG</b> , speakers . . . . .	<b>B-12</b>
	<b>PB</b> , "Men Who Shaped Our Culture" . . . . .	<b>B-13</b>
10.	<b>TRG</b> , debate . . . . .	<b>C-1</b>
11.	<b>TRG</b> , discussion . . . . .	<b>C-2</b>
12.	<b>TRG</b> , research and art . . . . .	<b>C-3</b>
	<b>TRG</b> , research and playlet . . . . .	<b>C-4</b>
13.	<b>Text</b> , "Test Yourself" . . . . .	<b>Summary</b>

### Vocabulary

botanical garden	grist mill
circuit rider	immigrant
communication	injustice
community	intellectual
distribution point	leisure
epidemic	parent company
gazette	population
gridiron pattern	scientific method

sect  
status  
success

textile  
tutor

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## ACTIVITIES

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**Major Idea A:** Early American cities played an important role in shaping and transmitting ideas throughout the young nation.

- To understand the role of cities as market places of ideas,** the students can read “City Life,” on pages 159 through 163 in the text. They should also read the first selection, “City Life,” in Booklet 11 in the SSSK. Then ask a panel of students to discuss the statement “The city is a marketplace of ideas.” The panel should consider the part played by the cities’ schools, libraries, hospitals, industries, and places of entertainment in generating and transmitting ideas. The

panel might bring out the fact that the cities had sufficient wealth to support education and the arts, and contained large numbers of people with new interests and new ideas that could not have survived in the rural areas. You might point out that cities have usually been the places where political and social problems appear and the need for solutions is crystallized.

*As a result of this activity the students should be able to list at least three contributions that our early cities made to American culture.*

- To illustrate the fact that cities play an important role in shaping the ideas of the people who live there,** choose three students to make reports on New York, Boston, and Philadelphia. They can review “City Life,” on pages 159 through 163 in the text, and the first selection, “City Life,” in Booklet 11 in the SSSK. They should also read the third selection, “Philadelphians Are Not like New Yorkers,” in Booklet 12 in the SSSK. The students should give a brief report on the characteristics of Boston, New York, and Philadelphia in the early 1800s. Then ask these students to role-play some “typical” Bostonian, New Yorker, and Philadelphian of this period. For example, the Bostonian can be a merchant reading a newspaper, chatting with other businessmen, and concluding business deals. The New Yorker can be an active, proud, and well-dressed person who enjoys the luxurious life of the theaters, restaurants, and clubs. He may speak of the harbor and comment on the growing number of foreigners in New York and on Wall Street, with its banking and trade centers. The Philadelphian can be a hard-working, straightforward journalist gathering information for an article.

*As a result of the presentations the students should be able to describe the differences in the culture and ideas between these three cities.*

- To demonstrate the transmission of ideas that occurs in the course of close, interdependent living,** pass out ten cards to



each student. The students should write the following on the front and back of each card:

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Interaction: \_\_\_\_\_

Information: \_\_\_\_\_

Tell the students that during conversations with friends, acquaintances, and business personnel, they should record all newly learned information and ideas for a twenty-four hour period. Point out that ideas received from parents, teachers, and friends should be limited to one fact or idea each, as these are constant, established sources of information. For each interaction the student is engaged in that yields information or an idea of any sort, he should fill out one card. Put the following examples on the chalkboard:

Name: Mr. Valukas                      Role: Neighbor

Interaction: Came over to borrow ladder

Information: Price of gasoline has gone up again

At the close of the recording period ask each student to read his most interesting information card. From the readings it should become apparent that knowledge is gleaned from a wide variety of sources in the interactions that occur in today's interdependent life styles. Ask a few students to post all the cards on the bulletin board as evidence of the vast amount of information accrued by the class in a day. Ask the students to imagine the volume of information that was transmitted in a major city two hundred years ago.

*As a result of this activity the students should recognize the often-informal process by which information was transmitted in the cities of the 1800s.*

4. **To demonstrate the role of cities in shaping and focusing public opinion**, conduct the following experiment. Announce to the class, without prior notice, that they are to vote on an important classroom issue, such as the destination for their next field trip. Have the students write down their choices so that the vote can be kept secret. List the suggestions, but not the number of votes, on the chalkboard. Ex-

plain to the students that this vote was merely an indicator of their opinions and that a final vote will be taken the next day. Invite one proponent for each field trip suggestion to tell the class why he thinks it would be the best place to visit. Then allow the students to discuss the various possibilities. The next day the vote should be taken through a show of hands. List the number of votes for each suggestion on the chalkboard. The votes will probably be clustered around two or three suggestions. Then list the tallies from the private election of the day before. Ask the students the following questions:

- Why do you think there is a difference in the voting pattern on the two days?
- How many of you changed your vote? Why? (*Awareness of other possibilities*)
- What role did communication play in this activity? (*It increased the choices; introduced new possibilities and opinions.*)

Then make the analogy between the classroom experiences and the urban/rural experiences. Point out the following similarities:

- Because of lack of communication between the students on the first day of voting, each student was aware of only his own ideas; he was ignorant of what the others thought about the choices. This resulted in a wide range of ideas and opinions.
- Like the students on the first day of voting, rural and frontier people in the early 1800s were isolated from each other and could not easily communicate.
- When the students were allowed to talk and to listen to arguments in support of various ideas, they were able to learn of each other's ideas and influence each other's choices. This resulted in a narrower range of ideas and opinions.
- Like the students on the second day of voting, city dwellers in the early 1800s could easily exchange information and ideas.

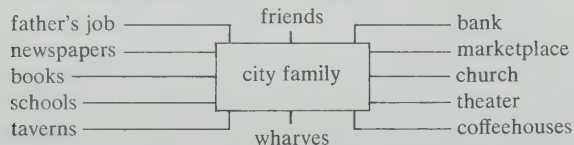


*As a result of this activity the students should be able to explain why the close, interdependent living situation of the city resulted in a high communication level that served to sharpen and focus people's opinions.*

- To illustrate the interdependent living situation of the city and contrast it with the more independent rural and frontier life styles,** have the students review the introduction to Chapter 9 and read "Religion" (pages 167 through 170) and "Communication" (pages 170 through 171) in the text. They should also recall what they have learned about life in the cities in the early 1800s. Then draw on the chalkboard contact charts that depict the interactions of a family with the outside world in each of the following geographic areas:

- City
- Rural area
- Frontier

Ask the students to carefully consider the needs and life styles of the three families and offer suggestions as to what contacts each family was likely to have had. Completed charts should resemble the following:



The chart for the rural family should include contacts through the supply store, church or revival meeting (occasional), and a gathering of neighbors (occasional). The chart for the frontier family should include contacts through the trading post, peddler, yearly revival meeting, and a gathering of neighbors (occasional). Then lead a class discussion of the differences in number of contacts experienced by the three types of families. Ask the students, "Why did city people have so many more contacts than rural or frontier people?" (*City people depended on others*

*to meet many of their needs, whereas rural and frontier people, because of their isolation, were largely self-supporting and independent.*) Point out that in areas where people lived close together, they began to specialize. An individual would produce one good or service which he could then sell in order to obtain the goods and services he needed from other specialists. This resulted in the interdependent living more leisure time.

*As a result of this activity the students should realize how the interdependency of city life and the availability of leisure-time activities resulted in a high degree of interaction between the residents.*

- To understand that different American cities had different plans depending upon their geographic location,** the students can complete exercise 9-A in their Problems Book.

**Major Idea B:** The kind of nation that the early Americans were committed to building was reflected in their development of education, science, and the arts.

- To understand the types of higher education that were available in America two hundred years ago,** the students can read "Education," on pages 163 through 164 in the text. Then ask them to write a report on the background of one of the following colleges: Harvard, William and Mary, Yale, Princeton, Brown, Dartmouth, Rutgers, Columbia, University of Pennsylvania. They can obtain information by writing to the admissions departments of the schools or by obtaining catalogs from high school or public libraries. Tell them that their reports should include the reasons for the founding of the college, the role of the college in early America, and ways in which the college changed as America grew.

*As a result of this activity the students should be able to list characteristics of college education in America two hundred years ago.*

**2. To understand that the purpose, goals, and format of American education have changed greatly since the early days of our country,** the students can complete exercise 9-B in their Problems Book.

**3. To illustrate the different types of schools that existed in early America,** organize a student panel to examine the problem of the role of schools in the economic and political development of the new nation. Panel members can represent the following types of schools: Latin grammar, English, charity, schools for women, and colleges. The panel members should not only describe the schools, but also analyze their advantages and disadvantages to a democratic society and to a new nation that had many problems and few financial resources.

*As a result of this activity the students should be able to write a short essay describing one of the types of schools presented by the panel.*

**4. To illustrate the importance placed on innovative science and technology in early America,** have the students read "Science," on pages 164 through 167 in the text. Then read aloud from the U.S. Constitution, Article I, Section 8:

"The Congress shall have power . . . to promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries. . . ."

Ask the students to explain the intent of this provision. (*It sought to stimulate the development of science and the arts by rewarding original creations and inventions.*) Point out that exclusive rights are obtained by the use of patents and copyrights. Then ask four students to research the major inventions of each of the following early inventors:

- Benjamin Franklin
- John Fitch
- Oliver Evans
- Thomas Jefferson

Each researcher should report his findings to the class, describing the inventions and explaining their usefulness. Bring out the fact that two of the most famous early American inventors were also leading statesmen of the day. *As a result of this activity the students should realize that the early American government recognized the importance of science and the arts.*

**5. To understand the scientific method and its impact upon American life, especially in the area of medical care,** the students can review "Medical Science," on pages 164 and 165 in the text. (If the second grade OUR WORKING WORLD program is available to you, you might present relevant data about the scientific method from activities B-4 and B-5 in Chapter 17 of the Teacher's Resource Guide.) Then assign three teams of students to conduct the following research project, using encyclopedias and other reference materials (see Bibliography).

*Team 1* should research early medical conditions, beliefs, and practices and the effectiveness of treatment.

*Team 2* should research the basic steps of the scientific method and their underlying logic. They might consult with a science teacher to select a simple experiment that illustrates the method and present it to the class.

*Team 3* should research important medical discoveries made in the nineteenth century.

Each research team should report its finding to the class. Then lead a class discussion about what effect the scientific method had on the quality of medical care.

*As a result of this activity the students should recognize the effectiveness of the scientific method in unlocking new knowledge for the benefit of mankind.*

**6. To understand that the differences in American culture are reflected in its architecture,** the students should study the pictures on pages 160-161 in the text. Ask them to describe the pictures in their own words. Ask how the pictured homes

differ from those in which they live. Then lead a class discussion by asking such questions as the following:

- Can you see any relation between the building materials and the location of the buildings?
- Can you see any relation between the design of the buildings and their location?
- Can you see any relation between the way of life of the people who live in the pictured houses and the design of the houses? (*The Southern plantation house indicates a desire for luxury; the Pueblo homes reflect the importance of safety.*)

*As a result of this activity the students should be able to describe different styles of homes in early America and give some reasons for the differences in style.*

- 7. To understand the varying responses to the arts in nineteenth century America,** the students can read "The Arts," on pages 171 through 175 in the text. Then have them stage a role play in which a traveling salesman (or peddler) attempts to sell his stock of paintings, musical instruments, and books to various people on his journey west. Ask the students to prepare a list of the peddler's wares. This list should include such items as the following:

- *Paintings* (portraits of famous people and portrayals of historic events—the peddler is also skilled in portrait painting)
- *Musical instruments* (flutes, violins, fiddles, and larger instruments available for order)
- *Books* (copies of the Bible; recent additions of *Poor Richard's Almanack*; collections of Washington Irving stories; copies of *The Contrast*; copies of Noah Webster's spellers, grammar book, and dictionary; copies of song books)

Then select one student to play the role of the peddler and nine students to play the following roles:

- A Boston Puritan minister
- A New York merchant

- A Charleston, South Carolina, plantation owner
- A Philadelphia banker
- A Moravian
- A Pittsburgh storekeeper
- A Pittsburgh factory worker
- A Midwest farmer
- A trading-post owner

The peddler should design his sales pitches to appeal to each of these nine people. Each customer's reaction to the sales pitch should reflect his interest or lack of interest in the arts. For example, the New York merchant might commission the peddler to paint his portrait for prestige value. He might also purchase a dictionary for use in his business dealings. The Midwest farmer might purchase a Bible and an almanac but express complete lack of interest in the other goods. Encourage each participant to reflect the attitude toward the arts of the person whose role he is playing and the reason for this attitude. After the role play has been presented, lead a class discussion by asking such questions as the following:

- Which kinds of people, in terms of geographic location and livelihood, were most receptive to the fine arts?
- Which people were least receptive?
- What do you think was the basis for these different reactions?

Point out the streak of utilitarianism that many of the responses were based upon. Then read the following statement made by Benjamin Franklin regarding the importance of the arts:

"All things have their season. . . . To America, one schoolmaster is worth a dozen poets, and the invention of a machine or improvement of an implement is of more importance than a masterpiece of Raphael. . . . Nothing is good or beautiful but in the measure that it is useful: yet all things have a utility under particular circumstances. Thus poetry, painting, music (and the stage as their embodiment) are all necessary and proper gratifica-

tion of a refined state of society but objectionable at an earlier period since their cultivation would make a taste for their enjoyment precede its means."

*As a result of this activity the students should be able to write a short essay explaining the different nineteenth century attitudes toward the fine arts in the United States.*

- 8. To understand the art of America two hundred years ago,** have the students read "Painting," on pages 171 through 174 in the text. Then show them paintings done by American artists of the period (1776–1815). (Many public libraries have print collections that they loan to patrons. If that is the case in your community, check out appropriate prints and display them for several weeks in the classroom.) Here are some suggested painters:

*Late eighteenth, early nineteenth century*

Benjamin West  
John Singleton Copley  
Charles Wilson Peale  
Gilbert Stuart  
John Vanderlyn

*Early nineteenth century*

Rembrandt Peale  
Thomas Sulley  
Washington Allston  
John Izard Middleton  
Samuel Morse  
Thomas Cole

*Europeans who painted American scenes*

William Winstanley  
William Groombridge  
Thomas Beck  
Francis Guy

While showing these pictures, discuss with the students the following questions:

- What do these pictures show about life in America 200 years ago?

- Why do you think that the artists of that time painted primarily portraits or historic situations? (*Historical events were being painted in England and France, and wealthy Americans wanted portraits as family records.*)
- Why do you suppose the children are so often shown as small-sized adults? (*Children were expected to take adult roles very early.*)

*As a result of this activity the students should be able to list the major subjects of paintings and give reasons for the selection of such subjects.*

- 9. To illustrate the works of one of the major writers of the early 1800s,** read to the students one of the stories of Washington Irving. Before reading it, emphasize the fact that this story was among the first attempts to establish a real American literature, dealing with original American themes. The students might enjoy "The Legend of Sleepy Hollow" or "Rip Van Winkle." Afterward lead the class in a discussion of the characteristics of Irving's time.

*As a result of this activity the students should be able to identify in Irving's stories the American characteristics of hard work, independence, initiative, and so on.*

- 10. To illustrate the fact that the fine arts can play an important role in developing an awareness of the nation's goals,** read aloud the following excerpt from a letter from the Marquis de Chastellux, a Frenchman who participated in the American Revolution, to the president of the University of Williamsburg:

"The country places neither rank nor permanent honor upon its leaders, so let it be generous with statues, monuments, and medals. Here then could be reward worthy of them and of you. Your public buildings should display in sculpture and in paintings the glory of your history. You then record the memory of glorious deeds forever. You would also maintain that national pride so necessary to the preservation of liberty."



Discuss whether sculpture and painting should be used to pay respect to the founders of our nation. The class can discuss the role and utility of symbols in developing national unity and emotional attachment to the nation's welfare. If the students react positively to this idea, a committee can be organized to investigate the extent to which their own town or city makes use of sculpture, painting, and architecture to honor the founders of the nation. The class might ask city councilmen whether the city ever considered beautifying the city by building such landmarks.

*As a result of this activity the students should be able to prepare a pictorial display of buildings and paintings that glorify the nation and its leaders.*

- 11. To understand the historical significance of buildings in their own locality,** the students should invite a member of the local historical association to explain the architecture of the early periods in your community's history. Also ask the representative to explain why many people are concerned with historical preservation. Then arrange a field trip to the sites of several historical buildings in your area. On this trip ask the students to draw or photograph the sites for a bulletin-board display.

*As a result of this activity the students should be able to write a short composition on one historical landmark in their community.*

- 12. To understand the importance of the arts two hundred years ago and today,** the students could invite to class people talented in arts and crafts, music, writing, architecture, and design. The visitors might show the class some of their work. They might also tell the class why they choose to use their time in this manner. The students can prepare an exhibition of local crafts such as embroidery, knitting, jewelry making, cabinet work, weaving, painting, sculpture, pottery, macrame, and so on. They might get from their own families, or from the city museum, pictures of folk art from times past.

Then lead a class discussion on the importance of arts and crafts in promoting individual and public happiness.

*As a result of this activity the students should be able to cite examples of ways in which the folk arts have contributed to American culture.*

- 13. To understand that the culture of our young country was enriched through the efforts of men in all walks of life,** the students can complete activity 9-C in their Problems Book.

**Major Idea C:** People from different backgrounds were united in their belief in the rewards of hard work and in their belief in human progress.

- 1. To help the students understand the controversy that existed regarding the success and ultimate survival of the American experiment in democratic government,** divide the class into two committees to prepare arguments for a classroom debate. One committee should support the view of Josiah Tucker, an Englishman who was cynical about American cultural diversity. The other committee should support the view of James Madison, who saw America's diversity as one of its greatest attributes. Present each of the following quotes to the appropriate committees to serve as position statements:

*Committee 1 (Josiah Tucker).* "The different interests of the Americans, their difference of geographic regions, governments, and manners, indicate that they will remain a disunited people till the end of time. Suspicious and distrustful of each other, they will be divided and subdivided into little nations, according to natural boundaries."

*Committee 2 (James Madison).* "The differences among the people are a strength of American society. What better hope for religious freedom could there be than by having people of a variety of religious beliefs living together? The leaders of the American Revolution have themselves been members of different religious faiths."



Committee 1 should list reasons why people of different backgrounds and beliefs cannot live peacefully under a democratic government. Committee 2 should list reasons why cultural and religious differences will encourage tolerance and the blending of new ideas and serve to strengthen the country. The debate should begin by having one student from each committee read his committee's position statement. Each committee should then take turns making one of its points and then allowing the other committee to rebut. After the debate, which history awarded to Madison, lead the class in a discussion of religious and ethnic conflicts that exist today in American society. Ask the students to describe some of these conflicts and how the government attempts to resolve them.

*As a result of this activity the students should realize that although the American experiment in democratic government has survived the prophecies of doom, the government has yet to successfully resolve many of the conflicting demands and needs of diverse ethnic, religious, and socioeconomic groups.*

- 2. To present two perspectives on American cultural diversity,** read the following statement to the class:

Because America is made up of people from many cultural backgrounds, this country has often been referred to as "the great melting pot"; today, many people say that the country more accurately resembles a "great salad bowl."

Then lead a class discussion by asking such questions as the following:

- What is the difference in meaning between the two images referred to in this statement?
- Which characterization of American culture do you think is more accurate?
- Which situation is more desirable? Why?
- Can you think of any other images that might convey the nature of America's ethnic makeup?

*As a result of this activity the students should be able to design a mural-sized cartoon illustrating and posing the question "America—Melting Pot or Salad Bowl?"*

- 3. To demonstrate in historical context the contributions of some of the half-legendary heroes who were involved in the opening of the wilderness,** select several students to play the roles of the following persons:

- Daniel Boone
- Mike Fink
- Johnny Appleseed
- Davy Crockett

These students can consult encyclopedias and library books (see Bibliography) to learn where each historic figure lived, his adventures, and his contributions to the opening of the West. Then have each participating student give a presentation to the class describing himself and his adventures, and pointing out on a map the geographic area of these exploits. Several other students can sing songs or read poems that have been written about these people. The entire class should then prepare a bulletin-board display of drawings that illustrate the lives of these heroes.

*As a result of this activity the students should be able to list some of the major contributions of each of the four heroes.*

- 4. To understand the contributions made by explorers who went into the unknown western part of the country,** the students can review "Discoveries in the West," on pages 165 and 166 in the text. Then assign a student committee to do research on the Lewis and Clark expedition into the Northwest. They should consult encyclopedias and other reference materials (see Bibliography). This committee can then perform a playlet about the expedition. It would be helpful for several other members of the class to make a map mural of the expedition's trail to be used in connection with the playlet.

*As a result of this activity the students should be able to list several important findings of the Lewis and Clark expedition.*

**Summary:** The cultural system that emerged in the new nation reflected American attitudes about the social structure as a whole. It grew from diverse ideas and ways of life but was unified in the common belief in human progress based on hard work.

**To summarize this chapter on how people lived,** have the students turn to page 175 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. In the early 1800s, would you rather have lived in the country or in a city? Why? (*Allow free discussion.*)
2. What was the difference between the American education system and the British? (*American elementary schools taught practical things such as reading, writing, and arith-*

*metic. Many American colleges taught subjects that would help young men make a living. Schools in England focused more on classical education, including knowledge of Latin, Greek, history, and art.*)

3. What were the aims of American scientists in the early 1800s? What were some of their achievements? (*They wanted to use science for the benefit of mankind. They invented the steam engine, textile machinery, cotton gin; discovered many unknown plants, animals, soils, and rocks.*)
4. In what ways was religion important to people on the frontier? (*Church meetings gave frontier people an opportunity to communicate with each other, and the church gave them moral standards to live by in a land where the law had little force.*)
5. Why do you think that artists, writers, and composers could not make much money in the United States at this time? (*Early Americans had little time to cultivate or appreciate the fine arts. They were more interested in practical things and ideas that would help them get along in the new land.*)



# CHAPTER 10: How People Behaved: The Sociological Subsystem

## COMPONENTS

### Student Text

*Characteristics of Society*  
pp. 177-178      **p. 129/1**

Pictorial study  
pp. 179-183      **p. 130/4**

*Ideas Governing Behavior*  
pp. 181-186      **p. 130/5**

*Class Structure of Society*  
pp. 178-180      **pp. 131-132/2**

Pictorial study  
pp. 182-185      **p. 132/3**

*Test Yourself - answers*  
p. 186      **p. 134/Summary**

### Problems Book

*The Social Pyramid*  
p. 32      **p. 131/1**

*We Share Beliefs with Early Americans*  
p. 33      **p. 133/2**

*What Roles Does Mother Play?*  
p. 34      **p. 134/4**

### SSSK

*Life in the Country*  
Booklet 13      **pp. 129-130/2**

*How to Found a Settlement*  
Booklet 14      **p. 132/4**

## MAJOR IDEAS

A. The characteristics of American society were shaped by the physical environment and by the beliefs of the people.

B. The economic and social environment shaped a flexible class structure. American Indians and blacks, however, were considered outcasts and were excluded from the class structure.

C. The beliefs and customs of American society two hundred years ago influence life in America today.

*Summary:* The sociological system that emerged in the new nation developed from the beliefs held by early Americans which were, in turn, influenced by the environment they lived in.

## ACTIVITIES Teacher's Resource Guide

### LANGUAGE ARTS

<b>Creative Dramatics</b>	Skits: See <b>A-1: Student Text</b>	Role play: See <b>B-4: SSSK</b> Role play: See <b>B-5: Other</b>	
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### ART AND MUSIC

			Art: Characteristics of a good person today and 200 years ago <b>p. 134/5</b>
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### MISCELLANEOUS

<b>Other</b>	Experiment: Characteristics on which society was based <b>p. 130/3</b> Identification game: See <b>A-5: Student Text</b> Readings: American society 200 years ago <b>p. 131/6</b>	Reading: Letters from an American farmer <b>p. 132/5</b> Readings: Quotes from American Indian and African slave <b>pp. 132-133/6</b>	Game: Password <b>p. 133/1</b> Reading: Letter from Abigail Adams <b>pp. 133-134/3</b>
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## CHAPTER 10: How People Behaved: The Sociological Subsystem

### Statement to the Teacher

This chapter will acquaint your students with the new nation's sociological system. Such a system is made up of institutions that shape people's personalities, that identify the positions people occupy, and that direct people in the behavior appropriate to these positions.

Physical and social environments have shaped the American personality. The abundance of land, the experience of opening new frontiers, the scarcity of population, the abandonment of the rigid British class structure, and the wide array of choices in America made Americans individualistic and cooperative. Circumstances encouraged them to work hard and to believe in progress.

You should emphasize, however, that the United States did have a class structure. The upper class was made up of wealthy landowners, merchants, and shippers. The lower class was made up of farmers, mechanics, shopkeepers, servants, and most government officials. The American class structure permitted social mobility. Citizens of the new nation could move with relative ease from the lower class to the upper because land was abundant, people scarce, and the environment favorable for economic development.

Point out that two large groups were outcasts from society—American Indians and blacks. Indians were not considered citizens; they were considered foreigners. Black slaves were considered property, and even free blacks were denied those rights that the upper and lower classes considered “unalienable.” The sharp contrast between the established classes and the outcasts was a contradiction of the new American's belief that “all men are created equal.”

### Suggested Lesson Structure

<i>Session</i>	<i>Component</i>	<i>TRG Reference</i>
1.	<b>Text</b> , “Characteristics of Society”	<b>A-1</b>
2.	<b>SSSK</b> , “Life in the Country”	<b>A-2</b>
	<b>Text</b> , pictorial study	<b>A-4</b>
	<b>TRG</b> , experiment	<b>A-3</b>
4.	<b>Text</b> , “Ideas Governing Behavior”	<b>A-5</b>
5.	<b>TRG</b> , readings	<b>A-6</b>
	<b>PB</b> , “The Social Pyramid”	<b>B-1</b>
6.	<b>Text</b> , “Class Structure of Society”	<b>B-2</b>
7.	<b>SSSK</b> , “How to Found a Settlement”	<b>B-4</b>
8.	<b>TRG</b> , readings	<b>B-6</b>
	<b>TRG</b> , reading and role play	<b>B-5</b>
9.	<b>TRG</b> , game	<b>C-1</b>
	<b>PB</b> , “We Share Beliefs with Early Americans”	<b>C-2</b>
10.	<b>TRG</b> , reading	<b>C-3</b>
	<b>PB</b> , “What Roles Does Mother Play?”	<b>C-4</b>
11.	<b>TRG</b> , art and comparisons	<b>C-5</b>
12.	<b>Text</b> , “Test Yourself”	<b>Summary</b>

### Vocabulary

alum	isolate
aristocrat	lower class
class structure	manual labor
cooperation	multiracial
entail	open-class system
equality	outcast
indentured servant	estate
independent	potash
indigo	progress
industrious	self-reliant
intermarry	upper class
individualism	volunteer

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## ACTIVITIES

**Major Idea A:** The characteristics of American society were shaped by the physical environment and by the beliefs of the people.

1. **To understand the society that developed in America two hundred years ago**, the students can read "Characteristics of Society," on pages 177 through 178 in the text. Then have them act out short skits based on the following ideas:

*Individualism.* The skit should portray a situation in which an individual has the courage to stand up for his own actions and ideas even if they differ from those of the rest of the group.

*Cooperation.* The skit should portray a situation in which an individual is willing to give up his own interests to promote the welfare of the group

*Volunteer spirit.* The skit should portray a situation in which an individual gives of this time, talent, or money to solve a social problem or to participate in social action.

Then lead a class discussion of the importance of these traits in preserving a free society.

*As a result of this activity the students should be able to cite examples of individualism, cooperation, and the volunteer spirit.*

2. **To illustrate the fact that the physical environment helped shape the characteristics of American society**, write on the chalkboard the three main characteristics: individualism, cooperation, and volunteer spirit. Ask the students to read the first selection, "Life in the Country," in Booklet 13 in the SSSK. As they read, they should look for examples of the characteristics listed on the chalkboard. For example, the housewives making dye from roots and bark is an example of individualism. When they have completed their reading, ask them to list the examples they found. Write these examples on the chalkboard under the appropriate headings.

*As a result of this activity the students should be able to explain why individualism, cooperation, and the volunteer spirit became characteristics of American society.*

3. **To demonstrate, in behavioral terms, the characteristics of American society that are rooted two hundred years in the past,** conduct an experiment. At the beginning of the day speak privately to three students. Assign each student one of the following characteristics: individualism, cooperation, or volunteer spirit. Instruct the student to observe other members of the class closely throughout the day and mark on a sheet of paper each time they see a positive example of this characteristic. Emphasize that they are not to look for negative examples, such as lack of cooperation or refusal to volunteer. To help make the experiment successful, you might create situations relating to class projects or classroom maintenance in which these traits can be observed. The next day each student should report his findings to the rest of the class. He should cite examples of his assigned characteristic, and tell the number of times he observed it. The students can then discuss how the characteristics established 200 years ago are reflected in their own classroom. They should then decide if their behavior is mostly individualistic, cooperative, or volunteering.

*As a result of this activity the students should be able to prepare a pictorial display entitled "Foundations of Our Society." The display should show the characteristics described in the text and demonstrated in the classroom.*

4. **To understand the need for cooperation among the frontier families,** students should study the pictures of community activities on pages 179 and 183 of their text. Then lead the class in a discussion of the following questions:
- Why do you think cooperation was useful on the frontier? (*There were few machines in the early frontier, and transportation was poor.*)

- What were some other advantages of families helping each other? (*Cooperation offset loneliness and provided recreation, defense, and some social controls.*)
- Do families in America today cooperate in these ways? Why? Why not?

*As a result of this activity each student should be able to list at least four ways in which cooperation improved the quality of frontier life.*

5. **To understand the meaning of the ideas on which behavior was based two hundred years ago,** the students can read "Ideas Governing Behavior," on pages 181 through 186 in the text. Then have them play an identification game. Write on the chalkboard the following ideas: equality, independence, competition, hard work, financial success, progress, education. Then read the following quotations to the class. The students should respond by identifying the idea to which each statement relates.

- "Waste no time, be always employed in something useful." (Benjamin Franklin)
- "If you would have a faithful servant, and one that you like, serve yourself." (Benjamin Franklin)
- "All men are born free and equal." (John Adams)
- "Learning is always the nation's greatest resource." (Benjamin Franklin)
- "We have more and better things before us, than all that we have yet acquired or enjoyed." (James Wilson)
- "By competition the total amount of the supply is increased, and by increase of the supply a competition in the sale ensues, and this enables the consumer to buy at lower rates. Of all human powers operating on the affairs of mankind, none is greater than that of competition." (Henry Clay)
- "Be industrious and frugal, and you will be rich." (Benjamin Franklin)

*As a result of this activity the students should be able to explain in a paragraph the meaning of one of the quotations.*

6. To illustrate the fact that American society two hundred years ago was based on a belief in the value of hard work and the equality of men, read the following statements to the students. The first is adapted from *Travels in the Confederation*, by Johann David Schoepf; the second is adapted from *Information to Those Who Would Remove to America*, by Benjamin Franklin; the third is adapted from *Letters from an American Farmer*, by Michel Guillaume Jean de Crèvecoeur.

1. "There are few people in America as miserable as the poor in Europe; there are also very few in America who, in Europe, would be called rich. It is rather a general happy medium that exists. There are few great landowners and few tenants. Most people farm their own land or follow some craft or business. Very few are rich enough to live idly without working."
2. "People here say, do, and think whatever they want to. The poorest workingman on . . . the Delaware River believes it is his right to speak out on religious and political matters, with as much freedom as a gentleman or a scholar. . . . No one recognizes the status of a man's birth."
3. "Here individuals of all nations are melted into a new race of people, whose work and future generations will one day cause great changes in the world. . . . Wives and children, who once vainly demanded of the father a morsel of bread, now, healthy and energetic, gladly help him clear those fields from which abundant crops will be gathered to feed and clothe them all, without any part of the crop being claimed by an abusive prince, a rich churchman, or a mighty lord. . . . From involuntary idleness, the new American has passed to labors of a very different nature, rewarded by ample means of existence."

*As a result of this activity the students should be able to write a short essay explaining the contrast that was implied or stated between American attitudes and conditions and those found in Europe two hundred years ago.*

**Major Idea B:** The economic and social environment shaped a flexible class structure. American Indians and blacks, however, were considered outcasts and excluded from the class structure.

1. To understand that a social-class pyramid existed in the United States 200 years ago, the students can complete exercise 10-A in their Problems Book.
2. To understand the class structure that existed in America 200 years ago, the students can read "Class Structure of Society," on pages 178 through 180 in the text. Then write on the chalkboard the following headings:
  - Upper Class
  - Lower Class
  - Outcasts

Next, write on 3 × 5 cards such statements as the following:

- One of the ways this class is preserved is through the custom that requires that all the land be inherited by the oldest son in the family.
  - A person born into this class can never hope to move out of it.
  - In the South, people in this class live on huge plantations with many slaves.
  - Most Americans are in this class.
  - People in this class do not think that professional people, such as doctors and lawyers, produce anything useful.
  - Most craftsmen, shopkeepers, and innkeepers are members of this class.
  - People in this class are generally considered to be property or savages.
  - In New England, this class consists of wealthy merchants, shippers, and Puritan churchmen.
  - One way this class maintains its estates is through the custom that no part of an estate can be sold to pay debts.
- Put cards in a box and ask various students to pull out a card, read it aloud, decide which heading the statement refers to, and tape the card under that heading.



*As a result of this activity the students should be able to list several characteristics of the upper class, the lower class, and the outcasts in American society two hundred years ago.*

3. **To develop an image of the way of life of different social classes,** the students can study the illustrations on pages 182 through 185 in the text. After studying the pictures, one-third of the class can discuss the way of life of the upper class, another third the way of life of the lower class, and the last third the way of life of the outcasts.

*As a result of this activity each student should be able to write an essay on his feelings about the way of life of one of the social classes.*

4. **To understand how one's image of the future affects his behavior,** the students can review "Class Structure of Society," on pages 178 through 180 in the text, and read the second selection, "How to Found a Settlement," in Booklet 14 in the SSSK. Then select three students to play the roles of a slave on a tobacco plantation in the South, a plantation owner in the South, and a frontier pioneer. Each participating student should describe his life to the rest of the class, mentioning such things as work, education, health, family life, and how he sees his future. Next divide the class into three committees to discuss how the daily behavior of the slave, plantation owner, or frontiersman was affected by his image of the future.

*As a result of this activity the students should conclude that a person's behavior is often shaped by his view of his future.*

5. **To illustrate the fact that the American nation offered hope for thousands of Europeans in the eighteenth century,** ask one student to read aloud the following statement, adapted from excerpts from *Letters from an American Farmer*, by Michel Guillaume Jean de Crèvecoeur:

"Ye poor Europeans; ye who sweat and work for the great—ye, who are obliged to give so many sheaves to the church, so many to your lords, so many to your govern-

ment, and have hardly any left for yourselves—ye, who are held in less estimation than favorite hunters or use-less lapdogs. . . .

"It is here, then, that the idle may be employed, the use-less become useful, and the poor become rich. But by riches I do not mean gold and silver; we have but little of those metals. I mean a better sort of wealth; cleared lands, cattle, good houses, good clothes, and an increase of people to enjoy them."

Then ask two students to play the roles of the oldest son of a French count and the son of a poor French farmer. Each should state his social position in France and tell why he would or would not want to come to America.

*As a result of this activity the students should be able to give some reasons why a European would want to start a new life in America.*

6. **To understand that at the same time that the young nation was offering European immigrants a chance to move up the social ladder, there were some people in the country whose future was not so hopeful,** the students can review "The Outcasts," on page 180 in the text. Then ask two students to take the roles of an African slave and an American Indian. Have them read the following excerpts aloud.

*American Indian.* (This quote is from a statement made by a chief of the Delaware Nation in 1787.) "I admit there are good white men, but they bear no proportion to the bad; the bad must be the strongest, for they rule. They do what they please. Then enslave those who are not of their color, although created by the same Great Spirit who created us. They would make slaves of us if they could, but as they cannot do it, they kill us! There is no faith to be placed in their words. They are not like the Indians, who are only enemies, while at war, and are friends in peace. They will say to an Indian, 'my friend! my brother!' They will take him by the hand and at the same moment destroy him."



*African slave.* (This quote is from *Narrative of the Life of Frederick Douglass*, by Frederick Douglass.) “Master Thomas at length said he would stand it no longer. I had lived with him nine months, during which time he had given me a number of severe whippings, all to no good purpose. He resolved to put me out as he said, to be broken; and, for this purpose, he let me for one year to a man named Edward Covey. . . .

“During the first six months scarce a week passed without his whipping me. I was seldom free from a sore back. My awkwardness was almost always his excuse for whipping me. . . . Long before day we were up, our horses fed, and by the first approach of day we were off to the field with our hoes and ploughing teams. Mr. Covey gave us enough to eat, but scarce time to eat it. We were often less than five minutes taking our meals. We were often in the field from the first approach of day till its last lingering ray had left us; and at saving-fodder time, midnight often caught us in the field binding blades. . . .

“ . . . It was never too hot or too cold; it could never rain, blow, hail, or snow, too hard for us to work in the field. . . . The longest days were too short for him, and the shortest nights too long for him. I was somewhat unmanageable when I first went there, but a few months of this discipline tamed me. Mr. Covey succeeded in breaking me. . . . My natural elasticity was crushed, my intellect languished, the disposition to read departed, the dark night of slavery closed in upon me; and behold a man transformed into a brute.”

*As a result of this activity the students should be able to express some of the feelings of the outcasts.*

**Major Idea C:** The beliefs and customs of American society two hundred years ago influenced life in America today.

1. **To understand the values that have governed American standards of behavior for two hundred years,** the students

can play a classroom version of the game Password. Write American values such as equality, independence, competition, hard work, individuality, cooperation, volunteer spirit, financial success, usefulness, progress, and education on slips of paper and put them in a box. Then divide the class into two teams and each team into pairs. One student selects a slip of paper from the box and gives a synonym for that word. (If a definition is necessary, the slip should state that a short definition is allowed.) If his partner responds with the correct term, their team gets a point. If the partner responds incorrectly, the student who holds the slip of paper shows it to the first person on the other team. That student gives a synonym or definition of the word on the slip and his partner must guess the word. The teams alternate until a student gives the correct answer. Continue the game with alternate teams until each pair of students has participated. *As a result of this activity the students should be able to explain in their own words the meaning of each value.*

2. **To illustrate that many beliefs of early Americans have been handed down to us,** have the students complete exercise 10-B in their Problems Book.
3. **To illustrate the fact that the American ideas of equality and independence have roots deep in the past,** read to the class the following excerpt from a letter written by Abigail Adams to her husband John Adams in 1776:

“Dear John,

. . . I long to hear you have declared an independency, and by the way, in the new code of laws, which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of husbands. Remember, all men would be tyrants if they could. If particular care and attention are not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound to obey any laws in which we have no voice. . . .”

Then assign a committee of girls to make a Women's Liberation presentation to the class. The committee should relate current events to Mrs. Adam's letter. (equal representation in political groups, equal pay with men in the same jobs, equal opportunity for job advancement, child care centers so that women can work, end of advertisements which depict women as objects or simpleminded people). Did Mrs. Adam's prediction about ladies "fomenting a rebellion" come true? They might also speculate on how Mrs. Adams might feel about today's Women's Liberation leaders and activities. To conclude their presentation, the girls could invite a woman from the community to speak on women's rights today.

*As a result of this activity the students should be able to explain in their own words why many people feel that women must be given more rights.*

4. **To understand that the roles of women in the social system have changed greatly in two hundred years**, the students can complete exercise 10-C in their Problems Book.
5. **To demonstrate that the American image of a good person has in many ways remained consistent over the years**, divide the class into two groups. Assign one group to list the characteristics of their image of a good person. These students should select from their list the five most important characteristics. Have the other group make a list of the characteristics of the good American of two hundred years ago. This group can review "Characteristics of Society" (pages 177 through 178) and "Ideas Governing Behavior" (pages 177 through 178) in the text. Both groups can interpret the characteristics in drawings. The two groups should then discuss the differences and similarities in their findings. After the initial discussion ask the following questions:
  - How did the behavior of the early American help us become a great nation?
  - How did the behavior of the early American generate problems?

- In what ways does the early American resemble our idea of a good person today?

*As a result of this activity the students should be able to list those qualities that are shared by a good person of today and the American of two hundred years ago.*

**Summary:** The sociological system that emerged in the new nation developed from the beliefs held by early Americans which were, in turn, influenced by the environment they lived in.

**To summarize this chapter on how people behaved**, have the students turn to page 186 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. What is primogeniture? Why was it not as important in America as in Europe? (*Primogeniture is the custom whereby the eldest son inherits all of his father's estate. In America it was not as important as in England because there was more land available for those who inherited nothing.*)
2. How was the American class structure in 1800 different from the British? (*The English class structure was largely inflexible because the class a child was born into generally determined his status throughout life. In America, the structure was based on the amount of land or wealth a man owned; people could advance from lower class to upper class simply by obtaining more wealth, which was easier to do in America than in Britain.*)
3. How close was the American social system to Jefferson's idea that "all men are created equal"? (*It was not very close. Women, Indians, blacks, and poor white men had little control of how they were governed. Most power was held by rich white merchants and landowners.*)
4. What is a "self-made man"? (*An independent, self-reliant person who has succeeded through his own labors and who owns nothing to anyone.*)
5. What was the early Americans' attitude toward nature? How has that attitude changed? (*They felt that nature was something to be conquered. Allow free discussion as to how this attitude has changed.*)



## UNIT THREE: TESTING THE SOCIAL SYSTEM

### Structure of the Unit

The American social system, whose evolution was studied in Unit Two, developed from certain ideals, the basic one being a belief in the individual's right to life, liberty, and the pursuit of happiness. During the past 200 years, the social system has been tested innumerable times. Some tests have challenged or undermined the ideals on which the system is based, some have brought the system closer to those ideals.

This unit examines thirteen of the episodes that have put the American social system to the test. These episodes have been selected for a historical and conceptual range, but it is important for your students to understand that these thirteen are only examples; that the social system has been, and continues to be, tested every day. The process of change, stimulated by new discoveries, inventions, and innovations in the fields of science and technology, and by changing values and beliefs, has engendered a continual series of tests. To date, the system has always been capable of accommodating the changes created by episodes that test it without abandoning the ideals on which it is based. As long as this capability remains a part of the social system, we will continue to enjoy what has come to be known as the American way of life.

It is suggested that you choose five of the thirteen episodes for classroom study. A sufficient range of subject areas and historical periods is provided for you to be able to select those issues most relevant or interesting to your individual class. Chapter 19, "The Great Depression and F.D.R.," is particularly recommended for classroom presentation. An alternative method of presenting the material is described in activity 1 under "Unit Activities." It involves dividing your class into several groups and assigning several chapters to each group. The major concepts of each chapter could then be presented to the rest of the class by the group to which it was assigned. This would result in a more cursory evaluation of a greater range of material.

Help your students discover how the episodes they studied have tested the social system. When they have completed their work on the selected episodes, present additional episodes from current newspapers and ask the students how these events, situations, or trends are testing the system today. Ask them whether they think these current tests are moving the American social system away from its ideals or bringing the system closer to its ideals.

### Unit Activities

1. **As an alternative plan to that suggested in the "Structure of the Unit" for the study of the episodes in Unit Three**, divide the class into three committees. Assign each committee four or five episodes to study during the unit and to report on for the rest of the class. The first committee should study five episodes from the text. The second committee should study four episodes and research a historical episode of its choice that is not included in the text. The third committee should study four episodes from the text and research a current event that is testing the system. Arrange a schedule so that each committee can develop an interesting program following its study of each episode or event. The committees can use the following questions as guides to their study:

- How would you describe the particular episode?
- How did the episode test the social system?
- Did the episode bring the nation closer to the ideals of the social system or take the nation farther away?
- What have been the results of this test of the social system as we view the system today?

Encourage the students to develop their reports within interesting formats, such as playlets, and to make liberal use of visuals and so forth.

*As a result of this activity the students should be able to identify how each studied episode tested the social system*



and to say whether the results of the test were positive or negative.

2. **To place each of the episodes studied in this unit in its proper historical context,** develop seven parallel time lines for the last 200 years along one wall of the classroom. Divide the lines into eight equal segments, labeling them “25 years ago,” “50 years ago,” and so on. These time lines should be used to illustrate each of the following topics:

- The episodes
- Science and technology
- Architecture
- City and rural life
- Family life
- Fashion
- Other major events

Assign groups to be responsible for each topic, illustrating it appropriately on its own time line.

*As a result of this activity the students should be able to use the time lines to identify several facets of life in each period of the nation's history and to place the episodes and other historical events in correct chronological order.*

## Evaluating the Unit

**To review the text material for this unit,** have the students turn to page 305 in the text and answer the questions under the heading “What Did You Learn?” The questions and the accompanying responses are as follows:

1. Alexander Hamilton wanted a partnership between the federal government and the wealthy people. According to Hamilton, how would this partnership help the young country? (*Hamilton wanted the wealthy to invest their money in manufacturing businesses and factories. This would help the economy of the young country to grow.*) Why were some people against Hamilton's ideas? (*People who argued against Hamilton's ideas said that manufacturing would*

*encourage the growth of cities and end the American farming way of life.*)

2. According to Mr. Helper's book, how was slavery hurting the South? (*According to Helper, as long as the large plantation owners controlled the wealth and government of the South, the millions of poorer white people would stay poor. Helper also said that slavery discouraged the growth of factories in the South. This meant that the South did not make as much money on cotton as it could.*) What advice did Helper's book give to the abolitionists? (*Helper advised the abolitionists on how to end slavery. He suggested that non-slaveholders should not vote for men who had slaves. Since non-slaveholders were in the majority, they would defeat the slaveholders at the polls.*)
3. What did Lincoln feel was his main duty as President of the United States? (*Lincoln felt that his main duty as president of the United States was to save the Union.*) Why did Lincoln issue the Emancipation Proclamation? (*He issued the Emancipation Proclamation because he thought it would weaken the South and help the North win the war.*)
4. In this unit you read about the World's Fair of 1893. This fair was a symbol of the great progress which had taken place in America. This progress, however, did have some bad effects. What were some of the social costs of this progress? (*Two important social costs of the progress were a polluted environment and crowded cities.*)
5. How did the behavior of businessmen in the 1920s help to bring about the Great Depression? (*Businessmen believed that the prosperity would last forever. They invested their savings in new factories and machines. When consumers began to buy less, store owners cut back their orders. Wholesalers, in turn, stopped buying from factories. Soon many factories were suffering losses. Factories stopped expanding and produced fewer goods. People were fired and a number of factories closed.*)
6. President Hoover and President Roosevelt had different ideas about how to cure the economy. In your own words explain how their ideas were different. (*Hoover believed*



*that the government should not interfere with the economy. Hoover and other experts thought that in time the economy would heal itself. Roosevelt felt that the government had to take the lead in helping to cure the economy. He believed the government had to spend money to stimulate the economy.)*

7. Our social system is supposed to work for the benefit of everyone. Yet many times in our history special groups have taken control of part of the system. These special groups were able to make the system work for their own benefit. From the list below select one event. Explain how this event tested the idea that the system works for the benefit of everyone. Try to answer these questions: What special group had power? What was this power? Who challenged the special group? Was the challenger successful?
  - a. The Dorr Rebellion (*In Rhode Island freeholders had the power. They were the only ones who could vote and therefore they controlled the government. They passed laws which benefited only themselves. Dorr believed that people who did not own land should be able to vote, especially since they were in the majority. Dorr tested the idea that a government gets its power from the consent of the people.*)
  - b. Fiorello La Guardia Fights the Machine (*The Tammany Hall machine controlled politics in New York City. Tammany Hall decided who the mayor of the city would be. It did this by bribing people to vote for the candidate it wanted to win. La Guardia challenged the machine by running for mayor. He was able to win*

*by getting the support of the poor people who usually backed the candidates of Tammany Hall. La Guardia tested the idea that leaders should be chosen by the people, not by a small group of men.)*

- c. The Steel Crisis of 1962 (*The steel industry is made up of a small number of very large corporations. Since there are only a few companies, they are pretty much able to set their own prices. They control the market. When the U.S. Steel Corporation raised its prices, President Kennedy became angry. He knew that increased steel prices would mean higher prices for consumer goods. He also knew that there was really no reason for increased prices since the steel companies did not have to give their workers big pay increases. Kennedy asked the Department of Justice to investigate and find out if the steel companies had "secret meetings" to set the price of steel. The Defense Department also refused to buy steel from companies that raised their prices. As a result of Kennedy's actions, the steel companies dropped their prices. Kennedy challenged the idea that what is good for big business is good for the country.*)
8. What idea did Dr. King think should be the basis of the civil rights movement? (*King believed that the civil rights movement should be based on the idea of nonviolence.*) Why did some blacks become dissatisfied with this idea in later years? (*Some blacks became dissatisfied with this idea because it was taking too long to achieve equality with whites. They felt that if violence would help to speed up equality, it was all right to use it.*)



## CHAPTER 11: Alexander Hamilton and the Good Society

*Theme:* Alexander Hamilton tested the social system. He tested the idea that the government should not support any group at the expense of another group in society.

### ACTIVITIES

#### Student Text

Picture study p. 194 **p. 142/1**

*Repay Federal Debts* p. 193 **pp. 144-145/5**

*Test Yourself - answers* p. 197 **p. 145/Summary**

#### Problems Book

*Does A Tariff Protect U.S. Industry?* p. 35 **p. 145/6**

#### SSSK

*Alexander Hamilton and the Good Society* Booklet 15 **p. 143/3**

#### Teacher's Resource Guide

Debate: Hamilton's plan for economic growth **p. 142-143/2**

Oral reports: Hamilton's and Jefferson's views of central government  
**pp. 143-144/4**

Play: See **5: Student Text**

## CHAPTER 11

### Statement to the Teacher

This chapter is the first of thirteen episodes, each of which describes a test of the social system. The social system is made up of four parts: political, economic, cultural, and sociological. Each episode describes a test of one or more of the four parts.

The emphasis of this episode is economic. Its purpose is to illustrate the important economic choices available to the young nation. In teaching the episode, emphasize Alexander Hamilton's important and astute ideas. Stress the importance to economic growth of a stable monetary system, a manufacturing system, and an entrepreneurial class. Because of a national commitment to Hamilton's "manufacturing" philosophy, the United States became the world's largest industrial nation.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , picture study .....	<b>1</b>
2.	<b>TRG</b> , debate .....	<b>2</b>
3.	<b>SSSK</b> , <i>Alexander Hamilton and the Good Society</i> . . .	<b>3</b>
4.	<b>Text</b> , "Repay Federal Debts" .....	<b>5</b>
5.	<b>PB</b> , "Does a Tariff Protect U.S. Industry?" .....	<b>6</b>
6.	<b>Text</b> , "Test Yourself" .....	<b>Summary</b>

### Vocabulary

agricultural economy  
alliance

blueprint  
bond

division of labor  
enterprise  
free trade  
industrial  
investor  
manufacturing

opportunities  
productive  
secretary  
sound money  
specialized  
tariff

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- Nettels, Curtis P. *The Emergence of a National Economy, 1775–1815*. New York: Harper & Row. An economic history of the United States.
- Wright, Esmond, ed. *Causes and Consequences of the American Revolution*. Chicago: Quadrangle. Includes a chapter by Clarence L. Ver Steeg entitled "The American Revolution Considered as an Economic Movement."

#### FOR THE CHILDREN

- American Heritage Editors. *Thomas Jefferson and His World*. New York: American Heritage. Interpretation of Jefferson and his times.
- Crouse, Anna, and Crouse, Russel. *Alexander Hamilton and Aaron Burr; Their Lives, Their Times, Their Duel*. New York: Random House. A biography of these two men and the political and social situations of the eighteenth century in which they were involved.

Higgins, Helen B. *Alec Hamilton: The Little Lion*. Indianapolis: Bobbs-Merrill. Hamilton's life as a youth, how he came to this country from the island of St. Croix and emerged as a great statesman.

Judson, Clara Ingram. *Thomas Jefferson: Champion of the People*. Chicago: Follett. Jefferson's philosophy of government is discussed. For better readers.

Moscow, Henry, and Malone, D. *Thomas Jefferson and His World*. New York: Harper & Row. The many different roles of Thomas Jefferson are explored.

Wise, William. *Alexander Hamilton*. New York: Putnam. A biography of Hamilton.

#### FILMS

*Alexander Hamilton*. 18 min., b&w. Encyclopaedia Britannica Educational Corp. The life of Hamilton as a boy, the contributions he made to our country, and his death.

*The Constitution*. 21 min., color. McGraw-Hill Films. The events and conditions that caused the Constitution to come into being, compromises that made it what it is, and problems in ratification.

*Thomas Jefferson*. 18 min., b&w. Encyclopaedia Britannica Educational Corp. The many faces of Thomas Jefferson—as statesman, diplomat, and progressive farmer.

#### FILMSTRIPS

*Thomas Jefferson*. Color. McGraw-Hill Films. Jefferson's life from early childhood on, factors that contributed to the type of man he was, and his most important achievements in his adult life.

*The World of Economics Series*. Series of 6, color. McGraw-Hill Films. Included are "Economics—The Science of Choice," "The Market in a Free Economy," "The Distribution of Income," "Money and Banking," "Wages and Hours," and "Comparative Economic Systems."

#### OVERHEAD TRANSPARENCY

*The Constitutional Convention*. Creative Visuals. Part of a series of four lessons on "Our Constitution."

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### ACTIVITIES

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**Theme:** Alexander Hamilton tested the social system. He tested the idea that the government should not support any group at the expense of another group in society.

1. **To illustrate some of the many factors that are essential for economic growth**, have the students analyze the picture of the mill on page 194 in the text. Then lead a class discussion of the following questions:

- What is the source of power for the factory in the picture?
- What types of transportation do you think would be used to get raw materials to the mill and to take finished products to market?
- Why would it be necessary to have a supply of labor available nearby?
- Why do you think businessmen would risk their savings and hard work on a mill in this spot?

*As a result of this activity the students should be able to list several factors essential to economic growth.*

2. **To understand the issues involved in Hamilton's testing of the social system**, two teams of students can conduct a debate. Assign the first team to defend Hamilton's plan for economic growth. These students can explain his thoughts on specialization, machine production, employment, immigration, occupational opportunities, and the prosperity of farmers. They should read the first selection, "Hamilton Wants Manufacturing," in Booklet 15 of the SSSK. They can also read "A Good Manufacturing System" on pages 194 through 196 in the text. Assign the second team to support the ideas of those who defended agriculture and condemned large



manufacturing cities. These students should point out reasons why it is better to be self-sufficient on a farm or plantation than to be dependent on others while working in a city. Additional arguments for an agricultural society are clean air, equal wealth, friendly neighbors, and lower prices charged for European manufactured goods. The second team should read the second selection, “Jefferson Wants Farming,” in Booklet 15 in the SSSK, and “For and Against,” on pages 196 through 197 in the text. They should also review “French Ideas for a Social System” in Chapter 5, pages 85 through 86 in the text. When the debate is concluded, the class can vote on which plan—agriculture or manufacturing—they prefer for the new nation.

*As a result of this activity the students should be able to express in written or oral form the major differences between the ideas of Hamilton and those of his opponents.*

3. **To understand Hamilton’s test of the social system**, the students can read Booklet 15, *Alexander Hamilton and the Good Society*, in the SSSK. Then write Hamilton’s and Jefferson’s ideas on  $3 \times 5$  cards. Place them in a bowl and ask selected students to choose a card. Ask each student to read his card aloud to the class and state whose idea is being quoted. Have the names of Hamilton and Jefferson written in large letters on the chalkboard or the bulletin board. If the class agrees that the quote is appropriate to the man named, the student who read the quote should attach his card to the board under that name. This collection of quotes can be left on the board for several days to reinforce the students’ understanding of the challenge involved in Hamilton’s test of the social system. The following quotes, adapted for fifth-grade reading level, are suggested.

- All societies are made up of two groups. The first group is made up of the rich. The second group is made up of everybody else. Give most of the power to the first group. They will watch over the second group and rule wisely. (Hamilton)

- I am not afraid of the people. We must depend on all of them, not just the rich, for our freedom. (Jefferson)
- It is a mistake to think that men are honest. They are greedy and ambitious. A wise government knows this and works to get greedy men to serve the public good. (Hamilton)
- Farmers are God’s chosen people. (Jefferson)
- When people in Washington heard that the debt would be paid in full, a mad rush began. Men on horseback went to every corner of the nation. They bought bonds cheaply and sold them to the government for the full price. Sharp dealers cheated the farmers who had loaned the money. Huge sums were stolen from the poor. (Jefferson)
- I see the Constitution as a document that gives the federal government broad powers. (Hamilton)
- If it is not too big, a national debt can be a national blessing. (Hamilton)

After the class has identified each statement with the man more likely to have made it, lead a discussion of the following questions:

- Why did Hamilton want to change the new government?
- Why did Hamilton want to pay full dollar value for all the Revolutionary War debts? (*Paying debts in full would increase people’s confidence in the central government.*)
- Why did Hamilton favor manufacturing?
- Why did Jefferson favor farming?

*As a result of this activity the students should be able to state, orally or in written form, the major differences between Hamilton’s and Jefferson’s opinions about economic growth.*

4. **To understand how Hamilton argued for a strong central government in order to put his plans into effect**, two students can report on two sections of the Constitution that figured in the controversy. One student should refer to the last paragraph in Article I, Section 8 (page 412 in the Appendix to the text), to support Hamilton’s view. This part of

the Constitution says that Congress has the power to make laws necessary and proper for carrying out its duties as listed in the Constitution. The student should explain how this article might justify Hamilton's plan for a national bank. The other student should read the Tenth Amendment to the Constitution (page 416 in the appendix to the text) to the class and explain how Jefferson used it to attack the legality of Hamilton's plan for a national bank. This amendment says that powers not given to Congress by the Constitution belong to the states. The Constitution did not give the Congress the power to form a national bank. Jefferson said that the "necessary" phrase in Article I, Section 8, did not apply to the bank because a bank was merely "convenient," not "necessary." *As a result of this activity the students should be able to explain why each of the two men believed that the Constitution supported his view.*

5. **To understand the role of the national debt in Hamilton's plans**, the students can read "Repay Federal Debts," on page 193 in the text. Then assign students to take the following roles:

- A narrator
- President George Washington
- Alexander Hamilton (secretary of the treasury)
- Thomas Jefferson (secretary of state)
- Henry Knox (secretary of war)
- A speculator
- Two farmers

Give each of these students a copy of the following script.

#### *Scene 1*

NARRATOR: A cabinet meeting is taking place. Washington, Hamilton, Jefferson, and Knox are present.

WASHINGTON: Tell us, Mr. Hamilton, do you have a plan for solving our nation's financial problems?

HAMILTON: I do indeed, Mr. President.

KNOX: How big is our debt, Mr. Hamilton?

HAMILTON: We borrowed a great deal of money during the war. Our debt is over 62 million dollars.

KNOX: How much of that do we owe to foreign countries?

HAMILTON: Twelve million dollars is owed to France, the Netherlands, and Spain. We must repay these debts. A nation is like a person. If we do not repay our debts, we will lose the respect and trust of our neighbors. It will be impossible to borrow in the future.

WASHINGTON: I think we all agree with you, Mr. Hamilton.

JEFFERSON: What about the rest of the debt, Mr. Hamilton?

HAMILTON: We owe 44 million dollars to the citizens of our country. The Continental Congress borrowed that much from them during the Revolutionary War. The Continental Congress borrowed the money by selling government bonds. Government bonds are certificates that the government exchanged for a loan of money. The certificate is a promise that the loan will be repaid.

#### *Scene 2*

NARRATOR: In this scene two farmers are talking. A speculator approaches them.

SPECULATOR: Hello, gentlemen.

FARMERS: Hello.

SPECULATOR: Do you gentlemen happen to have any government bonds?

FARMER 1: Do you mean those certificates the government issued a few years ago?

FARMER 2: The ones that were issued to help finance the war?

SPECULATOR: Those are exactly the ones I mean.  
 FARMER 1: Well, we have plenty of them.  
 FARMER 2: That's right. We were suckers to buy them.  
 FARMER 1: They're worthless now.  
 SPECULATOR: Well, I'll buy all you have.  
 FARMER 1: You're crazy, mister.  
 FARMER 2: They're not worth the paper they're printed on. I have twenty bucks worth of them. They're not worth anything now.  
 SPECULATOR: I'll give you five dollars for all you have.  
 FARMER 1: You've got a deal, mister.

### Scene 3

NARRATOR: Meanwhile, back at the cabinet meeting . . .  
 WASHINGTON: So, Mr. Hamilton, what should we do about our debt to the citizens?  
 HAMILTON: We should repay the holders of certificates the full value of the bond.  
 JEFFERSON: But that would be unfair. It has been many years since those bonds were issued. Many of the original owners have sold their bonds to speculators. Why should we help a small group of speculators?  
 HAMILTON: For one thing, the speculators will use the money to start new businesses. That will help our economy grow. Farmers would not do that with the money.  
 NARRATOR: Mr. Hamilton's plan was adopted.

After the play lead a class discussion of the following questions:

- Was it fair for the government to pay full value for bonds that were purchased so cheaply by the speculators?
- Why did the farmers sell their bonds at a discount?
- Why did Hamilton feel it was essential to the new nation's economic growth to pay off the holders of the bonds at full value? *(Because the new nation would have a reputation for paying its debts and European investors would*

*be more willing to lend it funds. Also the increased amount of money in speculators' hands encouraged these risk takers to go into new businesses.)*

*As a result of this activity the students should be able to state why Hamilton thought it was necessary to honor the national debt.*

6. **To understand that the United States instituted a tariff to protect domestic industries from foreign competition**, the students can complete exercise 11-A in their Problems Book.

**To summarize this chapter on Alexander Hamilton and the good society**, have the students turn to page 197 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. What is a sound money system? *(A sound money system is one in which people trust the value of the money, and in which that value does not increase or decrease rapidly.)*
2. Why did Hamilton want the federal government to repay state debts? *(To increase people's confidence in the central government)*
3. How does specialized labor lead to greater production? *(One worker does not have to produce the entire product. He does only a specific part of the work. Usually, specialized laborers develop great skill at their specialized tasks.)*
4. What is a tariff? How did Hamilton's tariff plans help American business? *(A tariff is a tax placed on goods produced in a foreign country and shipped into the United States. Hamilton's tariff plans increased the expense of foreign goods and encouraged Americans to buy goods produced in the United States.)*
5. What group of people benefited most from Hamilton's ideas? Did most of the American people belong to this group? *(Rich people and businessmen benefited most from Hamilton's ideas. No; most Americans were farmers who had little money.)*

## CHAPTER 12: The Dorr Rebellion

*Theme:* Thomas Dorr tested the social system. He tested an idea stated in the Declaration of Independence. The Declaration says that a government gets its power from the consent of the governed. And if the government does not satisfy the people, it is their right to change it or to form a new government.

### ACTIVITIES

#### Student Text

*How It Began* pp. 199-203 **pp. 147-148/1**  
*How The Rebellion Ended* pp. 204-207 **p. 148/3**  
*Test Yourself - answers* p. 207 **p. 149/Summary**

#### Problems Book

*The Dorr Rebellion* p. 36 **p. 149/5**

#### SSSK

*The Right to Remake the Constitution of a State* Booklet 16 **p. 148/2**  
*Rebellion in Rhode Island* Booklet 16 **p. 148/3**

#### Teacher's Resource Guide

Mock trial: Dorr tried for treason **pp. 148-149/4**  
Research: Representation in state legislature **p. 149/6**

## CHAPTER 12

### Statement to the Teacher

The emphasis of this episode is political and legal. The Dorr Rebellion challenged the newly formed constitutional framework of the nation.

In teaching this episode you should refer to one of the fundamental ideas of the Declaration of Independence—the right of the people to change the government. This idea was the basis of Dorr's resistance to the government of Rhode Island.

A second major concept associated with the Dorr Rebellion is that of universal manhood suffrage. Your students should realize that the common man's right to vote was won only after a long and arduous struggle in which Thomas Dorr played an important role.

The third major concept presented in this chapter concerns due process of law, a fundamental part of the American legal-political system. By studying Dorr's trial your students should understand the importance of a jury trial. Make sure that the emphasis is on the problems associated with rendering justice rather than on the roles and duties of the members of the legal system.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	Text, Chapter Introduction, "How It All Began" . . .	1
	PB, "The Dorr Rebellion" . . . . .	5
	TRG, research . . . . .	6
2.	SSSK, "The Right to Remake the Constitution" . . . .	2
3.	Text, "Rebellion Breaks Out" . . . . .	3
	SSSK, "Rebellion in Rhode Island" . . . . .	3
4.	TRG, mock trial . . . . .	4
5.	Text, "Test Yourself" . . . . .	Summary

### Vocabulary

allegiance	proclamation
arsenal	reform
attorney	Rhode Island Suffrage Association
freeholders	suffragist
Freeholders' Constitution	traitor
militia	treason
People's Constitution	truce
People's party	

### Bibliography

#### FOR THE CHILDREN

Feuerlicht, Roberta S. *Free People: The Story of the Declaration of Independence and the Men Who Wrote It*. New York: Messner.

Wright, Esmond. *Time for Courage*. New York: Putnam. The story of the Declaration of Independence.

#### ACTIVITIES

**Theme:** Thomas Dorr tested the social system. He tested an idea stated in the Declaration of Independence. The Declaration says that a government gets its power from the consent of the governed. And if the government does not satisfy the people, it is their right to change it or to form a new government.

1. To understand the issues involved in the Dorr Rebellion, the students can read the introduction to Chapter 12 and "How It All Began," on pages 199 through 203 in the text. Then write on the chalkboard the headings "Followers of Dorr" and "Followers of King." Prepare a number of 3×5 cards, each containing a statement, such as the fol-



lowing, that might have been made by a follower of Dorr or by a follower of King.

- If a government destroys the rights of the people, they have the right to alter or abolish it and create a new government.
- All white men over the age of twenty-one have the right to vote.
- Men who own land will vote more wisely than men who do not own land.
- The Rhode Island Charter of 1663 is a good plan of government.
- The election of common men to high office would result in chaos.
- All men should have an equal voice in government.
- It is sad that the state of Rhode Island has not kept up with the times.
- The cities should have more representation.
- The People's Constitution is the law of Rhode Island.
- Thomas Dorr is guilty of treason.

The cards should be placed in a bowl. Each student, after picking a card from the bowl, reads the statement to the class and states which person—a follower of Dorr or a follower of King—might have made this statement. If the class agrees with his choice, he places the card under the proper heading. Another student then draws a card from the bowl, and the procedure is repeated.

*As a result of this activity the students should be able to list several of the main issues involved in the Dorr Rebellion.*

- 2. As a follow-up to the preceding activity,** have the students read the first selection, “The Right to Remake the Constitution of a State” in Booklet 16 in the SSSK. Then discuss such questions as the following:

- What did Dorr believe was the source of power in the United States?
- What did Dorr's enemies believe was the supreme power in Rhode Island?

- Was the new constitution ratified by the people?
- According to Dorr, for what purpose should laws be made?
- Why did Dorr think that the people of his state had the right to change their constitution?

- 3. To understand the events in the Dorr Rebellion,** the students can read “How The Rebellion Ended,” on pages 204 through 207 in the text, and the second selection, “Rebellion in Rhode Island,” in Booklet 16 in the SSSK. Then have the class prepare a copy of a fictitious newspaper (for example, the *Providence Gazette*) dated June 27, 1844, the day Dorr went to prison. Appoint one committee to write editorials for the newspaper, one sympathetic to Dorr and the other unsympathetic. Appoint a second committee to draw political cartoons to accompany the editorials. (You could bring several political cartoons to class for the students to use as examples.) A third committee should write news stories (to be included as “reprints” in the June 27 edition of the paper) that summarize the events of the rebellion. Suggested headlines are “Dorrites Attack Arsenal”; “President Tyler Refuses Help”; and “New People's Constitution Revealed.” A fourth committee might act as reporters and write the story of Dorr's trial. The finished newspaper could be used as the focus of a “Thomas Wilson Dorr” bulletin-board display.

*As a result of this activity the students should be able to describe, orally or in writing, the events of the Dorr Rebellion.*

- 4. To understand the legal principles involved in Dorr's trial,** the students should conduct a mock trial. Select students to play the roles of Dorr, the judge, the defense and prosecuting attorneys, and the jury. The student playing Dorr should review “The Right to Remake the Constitution of a State” in the SSSK. The students playing the attorneys and the judge should review the information presented in “Dorr Tried for

Treason,” on pages 205 through 207 in the text, in particular the three arguments used by the defense attorneys and the judge’s response to each argument. The attorneys should call as many witnesses as they think are necessary (for example, a witness of the attack on the arsenal). When all the evidence and arguments have been presented, the jury should retire to decide its verdict. After the verdict has been given, lead a class discussion by asking such questions as the following:

- Do you think Dorr was guilty of treason? Why, or why not?
- Did Dorr’s actions help or hinder the goal of universal manhood suffrage in Rhode Island?

*As a result of this activity the students should be able to list the main legal arguments given during Dorr’s trial.*

5. **To demonstrate that the political subsystem is tested when the wishes of the majority of the people conflict with the existing rules of society,** have the students complete exercise 12-A in their Problems Book.
6. **To demonstrate that fair representation in the legislature is still a problem for many states,** appoint a committee to write to the chief clerk of the state legislature requesting a map of the state showing the legislative districts and the population figures for each district. After they have received this information, the committee should compute the number of representatives for the rural, or less populated, areas of the state. The class should then decide whether everyone is represented fairly in the state legislature. (In many state legislatures the rural population wields power disproportion-

tionate to its number.) The class should decide whether their own district is underrepresented.

*As a result of this activity the students should be able to write to their state representative informing him of their findings and stating their views concerning the fairness of the apportionment of their state.*

**To summarize this chapter on the Dorr Rebellion,** have the students turn to page 207 in the text and answer the questions under the heading “Test Yourself.” Student responses should include the following:

1. Who were *freeholders*? Why did freeholders think they were more fit to vote than other people? (*Freeholders were landowners. They believed they were more capable of wise voting because they owned a piece of the state and so would do what was best for the state. They thought people who did not own land would not vote wisely because they didn’t have as much at stake.*)
2. Who did Thomas Dorr think should be allowed to vote? (*Thomas Dorr thought that all men should have the right to vote.*)
3. Why did the Rhode Island General Assembly turn down the People’s Constitution? (*Because the People’s Constitution took power away from the landowners, and most members of the assembly were landowners.*)
4. The majority of people in Rhode Island supported Thomas Dorr. Why, then, did President Tyler support Governor King? (*He recognized King as the legal governor of the state.*)
5. At the time of Dorr’s rebellion, did any other states allow nonfreeholders to vote? (*Yes, but most did not.*)

## CHAPTER 13: Hinton Rowan Helper and the Book That Caused a Storm

*Theme:* Hinton Rowan Helper's book presented ideas that tested the social system. His ideas tested the Southern belief that slavery was important to the development of the country.

### ACTIVITIES

#### Student Text

Chapter Introduction, *What Did the Book Say?* p. 208, pp. 209-213 **p. 152/1**  
*Why Did the Book Cause a Storm?* pp. 211-213 **p. 153/4**  
*What Was the Book's Influence?* pp. 214-215 **p. 154/7**  
*Test Yourself - answers* p. 215 **p. 155/Summary**

#### Problems Book

*Which Region Benefited More from Cotton?* p. 37 **p. 152/2**  
*Cotton Versus Manufactured Goods* p. 38 **p. 152/3**

#### Teacher's Resource Guide

Debate: See **1: Student Text**  
Skits: See **4: Student Text**  
Role play: The Fugitive Slave Act **p. 153/5**  
Role play: John Brown's raid on Harper's Ferry **pp. 153-154/6**  
Game: "Underground Railroad" **pp. 154-155/8**

## CHAPTER 13

### Statement to the Teacher

The emphasis of this chapter is economic and political. Hinton Rowan Helper challenged the institution of slavery not on moral or political grounds, but on economic ones. This is an important distinction for your students to understand. Present Helper not as a “friend of the slave” but as a pragmatic Southern economist who viewed slavery as a hindrance to the economic growth of his region. Helper’s book played a significant role in polarizing political parties on the slavery issue.

In teaching this episode pay particular attention to the following points:

1. Strive to develop your students’ economic reasoning. Point out the economic values and drawbacks of slavery as opposed to those of paid labor.
2. Place Helper in historical context. To do this you might review the material in Chapter 2 and look ahead to Chapter 14 so that your students get a sense of the historical progression of slavery in our country and the role Helper played in that progression and its final resolution.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , Chapter Introduction, “What Did the Book Say?”	1
2.	<b>PB</b> , “Which Region Benefited More from Cotton?”	2
	<b>PB</b> , “Cotton versus Manufactured Goods”	3
3.	<b>Text</b> , “Why Did the Book Cause a Storm?”	4
4.	<b>TRG</b> , role play	5
5.	<b>TRG</b> , role play	6

6.	<b>TRG</b> , game	8
7.	<b>Text</b> , “Test Yourself”	Summary

### Vocabulary

abolitionist	propaganda
arsenal	Republicans
Civil War	secede
compromise	slaveholders
Democrats	Speaker of the House
emancipate	Underground Railroad
free soil	Whigs
Fugitive Slave Act	Yankee
institution	

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#### FOR THE TEACHER

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- Quarles, Benjamin, ed. *Frederick Douglass*. Englewood Cliffs, N.J.: Prentice-Hall. About his life and role in history.
- Thomas, John L., ed. *Slavery Attacked: The Abolitionist Crusade*. Gloucester, Mass.: Peter Smith.
- Walton, Hanes, Jr. *Black Politics*. Philadelphia: Lippincott. The evolution of black politics in America: its role during the Constitutional Convention and its impact on national politics.

#### FOR THE CHILDREN

- Bennett, Lerone, Jr. *Pioneers in Protest*. Baltimore: Penguin.
- Famous men who advanced the black cause: Crispus Attucks, Nat Turner, John Brown, and Marcus Garvey.

Bontemps, Arna. *Story of the Negro*. New York: Knopf. The story of the American Negro, from slavery to his position in American life during the 1950s.

Buckmaster, Henrietta. *Flight to Freedom: The Story of the Underground Railroad*. New York: Dell. About the slaves who escaped North to freedom and those people who helped them.

Freedman, Florence B. *Two Tickets to Freedom*. New York: Simon & Schuster. The story of Ellen and William Croft, fugitive slaves.

Fritz, Jean. *Brady*. New York: Coward, McCann & Geoghegan. A story about the part Jerry Minton plays in the Underground Railroad in the year 1836.

Lomax, John A., and Lomax, Alan. *Folk Songs U.S.A.* New York: Meredith. The song "John Brown's Body" is included in this anthology.

Nolan, Jeanette C. *John Brown*. New York: Messner. The story of the man who gave his life for his antislavery ideas.

Petry, Ann. *Harriet Tubman: Conductor on the Underground Railway*. New York: Thomas Y. Crowell. How Harriet Tubman led more than three hundred slaves to freedom in the North.

Smith, Bradford. *Dan Webster: Union Boy*. Indianapolis: Bobbs-Merrill. From youth to adulthood, the biography of Dan Webster.

Yates, Elizabeth. *Amos Fortune: Free Man*. New York: Dutton. About the slave who bought his freedom and spent the rest of his life trying to free others.

#### FILMS

*Frederick Douglass: The House on Cedar Hill*. 17 min., b&w. McGraw-Hill Films. The story of Frederick Douglass and his struggle against slavery.

*The Plantation South*. 17 min., color or b&w. How the plantation system spread to become a deeply entrenched way of life in the South.

#### FILMSTRIP

*Harriet Tubman*. 14 min., w/guide. Society for Visual Education. About the famous Negro conductor on the Underground Railroad to freedom.

### ACTIVITIES

**Theme:** Hinton Rowan Helper's book presented ideas that tested the social system. His ideas tested the Southern belief that slavery was important to the development of the country.

**1. To understand the economic arguments for and against slavery,** the students should read the introduction to Chapter 13 and "What Did the Book Say?" on pages 209 through 213 in the text. Then select two teams of students to debate the proposition "Slavery is necessary for the economic development of the South." The team that supports the proposition should read the second selection, "Economic Importance of Slavery," in Booklet 17 in the SSSK. The team that argues against the proposition should read the first selection, "Slavery Ruins the South's Economy," also in that booklet. At the conclusion of the debate the class should vote on which side gave the more convincing argument.

*As a result of this activity the students should be able to list some of the major economic arguments for and against slave labor.*

**2. To illustrate the fact that the North reaped more economic benefit from cotton than the South,** have the students complete exercise 13-A in their Problems Book.

**3. To understand that a country or section can become wealthier, or achieve economic growth, by producing more goods or selling more goods,** the students should complete exercise 13-B in their Problems Book.



- 4. To understand the prevailing attitudes on the subject of slavery in the 1850s,** the students can read “Why Did the Book Cause a Storm?” on pages 211 through 213 in the text. Then divide the class into two groups to present the following short skits about slavery. Make sure that each group understands that the views in its skit should be presented with dignity.

*Group 1* should present a skit showing the abolitionists’ view of slavery. This skit could be entitled “The Horrors of Slavery.” It should depict the most negative aspects of slavery, including cruel, inhuman slaveowners who drive their slaves unmercifully to supply themselves with all the elements of a luxurious life style; the lack of initiative and enthusiasm exhibited by the slaves and the resulting lack of productivity. The group should also present a view of the South without slavery, showing happy and productive people working side by side in a prosperous region. At the end of the skit, one student should summarize the views presented, emphasizing both the moral and the economic aspects.

*Group 2* should present a skit showing the slaveowners’ view of slavery. This skit could be entitled “The Benefits of Slavery.” It should depict the most positive aspects of slavery, including kindly slaveowners who treat their devoted slaves as parents treat their children. These can be contrasted with self-righteous, shortsighted abolitionists who persuade ignorant slaves to escape only to face a hopeless future in the North. The group should also present a view of the results of freeing the slaves, showing the slaveowners’ plantations in ruins, economic misery for the South, and the misfortune of the freed slaves as they discover they have no one to look after them. At the end of the skit one student should summarize the views presented, emphasizing both the moral and the economic aspects.

Then lead a class discussion about the skits by asking such questions as the following:

- Do you think either skit showed a true picture of slavery in the South?
- Can you see why it was so difficult for abolitionists and slaveowners to understand each other’s point of view?
- Do you think the slaveowners had any right to regard their slaves as property?
- Do you think the abolitionists were correct in saying that the slaves had a right to life, liberty, and the pursuit of happiness?
- What fate did the slaveowners think awaited them if slavery were banned?

*As a result of this activity the students should be able to explain why the question of slavery was so hotly debated in the 1850s.*

- 5. To understand one of the political crises surrounding the slavery issue,** the students should review “The Fugitive Slave Act,” on page 213 in the text. Then select two students to role-play and address the class. The first student should take the part of Daniel Webster, senator from Massachusetts, who supported the law in order to compromise with the South and avoid armed conflict. He should research his position by reading the third selection “Webster—A Plea for Harmony and Peace,” in Booklet 17 in the SSSK. The second student should take the part of Ralph Waldo Emerson, a Massachusetts writer, who opposed the law and condemned Webster’s compromise of the principles of human decency. He should research his position by reading the fourth selection, “Emerson—On the Fugitive Slave Law,” also in Booklet 17.

*As a result of this activity the students should be able to write a brief essay giving their opinion of the Fugitive Slave Act.*

- 6. To help the students understand the emotional climate of the time and to show how John Brown’s raid on Harpers Ferry served to increase the gap between Northern and**

**Southern attitudes**, have them review “Fuel on the Flames,” on pages 212 through 214 in the text. Then conduct a role-playing activity. Assign students the following roles:

- Narrator
- John Brown
- A Southern Democratic politician
- A Northern Republican politician
- A slave

Each participating student should use the text, the SSSK, and encyclopedias for background information. The activity should be conducted as a radio interview and, if possible, taped. To begin the interviews, the narrator should relate the facts and statistics about the raid. He should then interview each of the other players, asking them to give their reactions and analyses of the event. The tape could conclude with a student-sung version of the song “John Brown’s Body” (see Bibliography). The tape should then be played for the rest of the class.

*As a result of this activity the students should be able to state what effect John Brown’s raid had on the growing split between the North and the South.*

- 7. To understand how Helper’s book led to the formation of the Republican party and crystallized the antagonism between Southern and Northern politicians**, the students can read “What Was the Book’s Influence?” on pages 214 through 215 in the text. Then lead a class discussion by asking such questions as the following:

- Why did both the Whig and Democratic parties avoid taking a stand on the slavery issue?
- What political party did take a stand?
- What did Helper recommend as actions to abolish slavery?
- How did the South respond to Helper’s suggestions?
- What happened in the U.S. Congress as a result of the Republican stand on the slavery issue?
- What event resulted in the secession of Southern states?

*As a result of this activity the students should be able to explain why Helper’s book is called “the book that caused a storm.”*

- 8. To review the major concepts of this chapter**, conduct the following game, “Underground Railroad”: Divide the class into two groups—escaping slaves and slave catchers. In three corners of the room set up desks to represent Underground Railroad stations labeled “Station 1,” “Station 2,” and “Station 3.” At each station place a box or basket containing 3×5 cards on which are written questions. The questions should increase in difficulty from Station 1 to Station 3. Explain to the class that in the course of the game the slaves should attempt to progress as far as possible on the Underground Railroad and the slave catchers should attempt to prevent the slaves’ progress and return them to the plantation, represented by the fourth corner of the room. To begin the game, select one student from each group to come to Station 1. Each student should draw a card at that point and read the question aloud. Each student should attempt to answer his question. If the slave answers correctly and the slave catcher does not, the slave may proceed to Station 2, where he is joined by a new slave catcher and the procedure is repeated. At the same time, a point should be given to the slave team and recorded on a running tally kept on the chalkboard. If the slave catcher answers correctly and the slave does not, the slave is returned to the plantation by the slave catcher, the slave catcher team is given a point, and the slave catcher is joined at Station 2 by a new escaping slave. If both students answer correctly, each team is given a point and the students draw new questions. If both students answer incorrectly, they are replaced by two new students. The same procedure should be followed at each station, except that two points should be given for each correct answer at Station 2 and three points at Station 3. After all the students have participated, the team with the most points

is declared the winner. Following are some suggested questions for use at the Underground Railroad stations.

*Station 1*

- Who wrote the book that caused a storm?
- Who had more savings—the North or the South?
- John Brown was a slave—true or false?
- Did most small farmers in the South own slaves?
- What was the first state to secede from the Union?
- What did the Southern states call themselves when they seceded from the Union?

*Station 2*

- What did John Brown do?
- Why did most white Southerners hate abolitionists?
- Why weren't many factories built in the South?
- Why did the North charge so much for manufactured goods?
- Why was the South's cotton crop important to England?
- What was the Fugitive Slave Act?
- Who was Dred Scott?
- What was Helper's advice on how to end slavery?
- Who were the abolitionists?

*Station 3*

- Why did Helper think that slavery hindered the economic development of the South?
- What was the political influence of Helper's book?
- How did the Fugitive Slave Act fight back against the abolitionist attitudes in the North?

**To summarize this chapter on Hinton Rowan Helper and the book that caused a storm,** have the students turn to page 215 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. According to Helper, did the South or the North make more money from cotton? (*According to Helper, the North made more than twice as much.*)
2. Why did Helper think that free labor was cheaper than slave labor? (*Free men would work hard to make money to buy farms or go into business for themselves. Only the threat of physical punishment kept slaves working. Free men could be hired only when needed, whereas slaves had to be supported even when they were not working.*)
3. What kind of people had the political power in the South? How did Helper think that power could be taken from these people? (*Large planters who owned slaves controlled the wealth and government of the South. Helper thought that small farmers who did not own slaves should unite to drive the slaveholders out of power.*)
4. What was the Underground Railroad? (*The Underground Railroad was a network of people opposed to slavery. They helped runaway slaves escape to the North or to Canada.*)
5. What kind of person would be most likely to support the new Republican party? Who would most likely oppose it? (*A Northern abolitionist would be most likely to support the Republican party. A Southern slaveholder would be most likely to oppose it.*)

## CHAPTER 14: Secession Tests the Social System

*Theme:* The secession of the Southern states tested the social system. Secession tested the idea of *federalism*—the belief that the national interest is more important than sectional or state interests.

### ACTIVITIES

#### Student Text

*The Civil War Breaks Out, The Slavery Controversy* pp. 217-220 p. 159/1  
*Lincoln's Problems, Lincoln's Decision* pp. 218-220 p. 161/8  
*Test Yourself - answers* p. 223 p. 162/Summary

#### Problems Book

*The Slave Population* p. 39 p. 160/4

#### Teacher's Resource Guide

Matching game: Pre-Civil War differences between the North and the South  
p. 159/2  
Matching game: Characteristics of the Union and the Confederacy p. 160/3  
Group arguments: Slavery p. 160/5  
Sociodrama: Slave auction pp. 160-161/6  
Experiment: Arbitrary classification of some students as slaves p. 161/7  
Music: Sing Civil War songs pp. 161-162/9  
Art: Draw pictures of social systems before and after the Civil War p. 162/10

## CHAPTER 14

### Statement to the Teacher

The emphasis of this episode is political and constitutional. The secession of the Southern states, and the Civil War that followed, threatened the very existence of the nation. This was probably the greatest test our social system has endured.

This episode does not focus on dates, names, and military campaigns. Of greater importance are the political and constitutional questions involved in secession. You should help your students determine the extent to which secession can be legally defended.

Stress the political rather than moral ramifications of the Emancipation Proclamation. Lincoln's act of freeing the slaves was a political move to help win the war and save the Union, not a moral move to correct an unjust situation.

You should also emphasize the great loss of life and property that occurred during the Civil War. That conflict inflicted a deep wound in our country that is not yet totally healed.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "The Civil War Breaks Out," "The Slavery Controversy" . . . . .	<b>1</b>
	<b>TRG</b> , matching game . . . . .	<b>2</b>
2.	<b>PB</b> , "The Slave Population" . . . . .	<b>4</b>
	<b>TRG</b> , group arguments . . . . .	<b>5</b>
3.	<b>TRG</b> , sociodrama . . . . .	<b>6</b>
4.	<b>Text</b> , "Lincoln's Problems," "Lincoln's Decision" . .	<b>8</b>
5.	<b>TRG</b> , music . . . . .	<b>9</b>
6.	<b>TRG</b> , art . . . . .	<b>10</b>
7.	<b>Text</b> , "Test Yourself" . . . . .	<b>Summary</b>

### Vocabulary

abolitionists	lawful
artillery	paramount
blockade	rebellion
Border States	secession
Civil War	separate
Confederacy	slavery
Emancipation Proclamation	strategy
federalism	submission
hostile	Union
intolerable	War Between the States

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*A Nation Divided: Secession, War, Reconstruction*. Series of 9, color w/captions, 5 cassettes, teacher's manual. Eye Gate House. Titles are "King Cotton," "The Problem of Slavery," "Other Problems of Slavery," "The Abolitionists," "Differences Between North and South," "Abraham Lincoln," "Secession," "The War Between the States," "Rebuilding the South."

*When Cotton was King*. Eye Gate House. About the time when cotton was the most important crop in America and plantations were a way of life.

#### OVERHEAD TRANSPARENCIES

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1861,” “Recruiting,” “Emancipation Proclamation,” “Combat,” “Negro Officers,” “Southern View—1865,” “First into Richmond,” and “The Negro Soldier.”

*Sectionalism and Disunion.* Series of 7 w/manual. Creative Visuals. Included are “Political Issues of the Jackson Era,” “Slavery and Sectionalism Bring About Compromise,” “Sectionalism as a Cause of the Civil War,” “The Civil War—Alignment and Major Military Action,” “Campaigns of the “Civil War,” “International Reactions to the American Civil War,” and “Comparison of North and South at Start of Civil War.”

## ACTIVITIES

**Theme:** The secession of the Southern states tested the social system. Secession tested the idea of *federalism*—the belief that the national interest is more important than sectional or state interests.

1. **To understand the issues that divided the nation and resulted in war,** the students can read “The Civil War Breaks Out” and “The Slavery Controversy,” on pages 217 through 220 in the text. Then ask two students to prepare a debate, with one student taking the side of the Confederacy and the other taking the side of the Union. Each should prepare as many arguments as possible. The spokesman for the South can emphasize the following arguments:

- The Supreme Court stated that slaves are property that Congress cannot take away.
- Cotton is important to the nation, and slavery is necessary for the production of cotton.
- Since entry into the Union is voluntary, states have the right to secede.

The Union spokesman can emphasize the following arguments:

- In a federal government, the national interest must come before sectional or state interests.

- At the beginning of the war, Lincoln granted the South’s right to maintain slavery; he wanted only to keep slavery out of the western territories.
- In a democracy the majority rules, and the population of the free states outnumbers that of the slave states.
- The conflict is not over slavery, but over the right of states to secede.

*As a result of this activity the students should be able to prepare a bulletin-board display showing the major differences between the North and the South that led to the Civil War.*

2. **To demonstrate the many differences between the North and the South,** write on 3×5 cards one-sentence descriptions of both regions. Suggested sentences:

- Cotton is king.
  - The Union of states is a voluntary association.
  - Slaves are legal property.
  - No state can leave the Union legally.
  - Slavery should not be permitted in the West.
  - This is rebellion, not secession.
  - The majority rules, and the North has more people.
- Write on the chalkboard the headings “North” and “South.” Distribute the cards among the students and ask each student who receives a card to read it aloud, explain the issue, and place the card under the appropriate heading on the chalkboard. Then lead a class discussion of the following:
- If you were Abraham Lincoln, would you have permitted the Southern states to secede? Why, or why not?
  - Was President Lincoln right in sending troops to defend Fort Sumter?
  - Was the South in rebellion?
  - If you had lived in the Border States, would you have favored the Union or the Confederacy? Why?

*As a result of this activity the students should be able to list several major differences between the North and the South that led to the Civil War.*

3. **To illustrate some differences between the Confederacy and the Union at the time of the Civil War**, divide the class into two teams of equal numbers of students. Make up a list of words or phrases that describe the North or the South at the time of the Civil War. Use terms such as *slavery, abolitionist, King Cotton, manufacturing, large population, agricultural, secession, plantation*. Read the first term. The first student on each team should respond with “Confederacy” or “Union.” The first student to answer correctly earns a point for his team. Continue this procedure, reading the second term to the next two students, and so on until all the students have had an opportunity to respond. At the end of the game the team with the highest number of points wins.

*As a result of this activity the students should be able to list characteristics of the Confederate states and of the Union states.*

4. **To understand that the economic structure of a region affects the composition of the population**, the students can complete exercise 14-A in their Problems Book.
5. **To illustrate the different views on slavery before the Civil War**, have the students review “The Slavery Controversy,” on pages 218 through 220 in the text. Then prepare them to present arguments for and against slavery. Divide the class into four groups.

*Group 1* should argue that slavery violates the spirit of the Declaration of Independence. They can refer to the second paragraph of the Declaration, found on page 1406 in the appendix to the text.

*Group 2* should read the first selection, “The Dred Scott Decision,” in Booklet 18 in the SSSK and support Chief Justice Taney’s position by arguing that the Declaration of Independence does not apply to the slaves or to their descendants, even if they have been freed by their masters, since slaves formed no part of the people who framed and adopted the Declaration.

*Group 3* should support Dred Scott’s assertion that since he lived for a time in a state where slavery was illegal, it is his right to sue his new owner in Missouri for freedom. This group should argue that Dred Scott is a human being, one of the citizens of the United States, and therefore has the right to sue in court.

*Group 4* should read the first selection, “The Dred Scott Decision,” in Booklet 18 in the SSSK and support Justice McLean’s position by arguing that many blacks were citizens at the time the Constitution was adopted and, therefore, that the Constitution’s guarantee of rights to citizens applies to the black race as well as to the white.

As each group presents its arguments, the rest of the class should express opinions in support or opposition.

*As a result of this activity the students should be able to state their opinions about the Dred Scott case and list reasons for these opinions.*

6. **To understand something about what it was like to be a slave and to be treated as property**, the students can conduct a slave auction. Assign several students to play the roles of slaves and plantation owners. You can take the part of the slave auctioneer. The sociodrama should open with the auctioneer asking the plantation owners why they want to buy or sell. The buyers can explain that cotton cultivation requires many hands. The sellers can explain that their soil has become less fertile as a result of long use and they no longer need their slaves. The auctioneer should point out the slaves’ good points as potential workers. The buyers can examine the slaves’ teeth and test the strength in their arms. The buyers may make comments such as “He’s too skinny,” or “That one can’t earn his keep.” The auction may commence with the auctioneer pointing to a particular slave, listing his merits, and asking for bids. The buyers should call out different prices. (Instruct the students that their bids should cover a wide range.) When the auction is completed, ask the following questions:

- What did the plantation owner mean when he said the slave could not earn his keep?
- How do you think the slaves felt about their treatment at the auction?
- Do you think plantation owners would be interested in buying whole families?

*As a result of this activity the students should be able to describe a slave auction and express an opinion of it in one short paragraph.*

- 7. To understand something about the nature of slavery and the feelings of those who were slaves,** the students can perform the following experiment: Separate the students into two groups on the basis of an arbitrary factor, such as month of birth or first letter of last name. Tell one group that they will be slaves, and the other group that they will be masters, for one day. The slaves must do whatever tasks their masters ask (for example: carry books, sharpen pencils). The next day, reverse the roles of the masters and the slaves. At the end of the experiment ask the students, "Would you object if we continued in these roles for several days? Why?"
- As a result of this activity the students should be able to explain, orally or in written form, their feelings about slavery.*

- 8. To understand the situation faced by Lincoln as he prepared the Emancipation Proclamation,** the students can read "Lincoln's Problems" and "Lincoln's Decision," on pages 218 through 220 in the text. Then have them conduct a sociodrama. Ask several students to play the roles of President Lincoln and his cabinet members. The scene is the cabinet meeting at which Lincoln introduced the Emancipation Proclamation. The student playing the role of the president should read the following statement aloud:

"Gentlemen: I have, as you are aware, thought a great deal about the war that broke out fifteen months ago between the states of the North and the states of the

South. I have thought a great deal about the human lives and property that have been destroyed and about the slavery that has divided our nation. I have known that the time for acting on the slavery question would come. I think the time has come now. I wish it were a better time. I wish that we were in a better condition . . . but I made the promise to myself and to my Maker. I have brought you together to hear what I have written down."

He can continue by reading the Emancipation Proclamation, on page 220 in the text. The cabinet members should then discuss the following questions. (The answers to these questions can be given by the president or by other cabinet members. If you like, the questions and answers can be rehearsed before the sociodrama.)

- Is this legal under the Constitution? (*Attorney general: "The president, as the commander-in-chief of the army and navy, has extraordinary powers during time of war."*)
- Do you plan to send the former slaves back to Africa? (*Secretary of war: "No, we need them as soldiers."*)
- Are all slaves now free? (*No*)
- Which slaves are free? (*Those inside the Confederacy*)
- Will white soldiers from the Border States stop fighting now?
- What will the abolitionists say?
- Why didn't you free the slaves sooner?
- Will European countries be angry because the slaves are free?
- Will this move help save the Union?
- Since the slaves you are freeing are all inside the Confederacy, how can they gain their freedom from their masters?

*As a result of this activity the students should be able to list several results of the Emancipation Proclamation.*

- 9. To understand the meaning, issues, and feelings involved in the Civil War,** the students can sing several of the following Civil War songs (see Bibliography):



- “Dixie”
- “The Bonnie Blue Flag”
- “When Johnny Comes Marching Home”
- “Battle Hymn of the Republic”

Ask the students to explain the meaning of each song. Then lead a discussion of the following questions:

- What reasons for, or indications of, the South’s willingness to fight so long and hard are given in “Dixie” and “The Bonnie Blue Flag”?
- Who is singing “When Johnny Comes Marching Home”?
- Would songs like these give a soldier courage? Why?

*As a result of this activity the students should be able to explain why these songs were appropriate to the Civil War and how they promoted patriotism.*

- 10. To understand how secession tested the social system,** the students can review Chapter 14. Then have them draw “before” and “after” pictures. Ask them to consider the most important changes in the social system caused by the Civil War. Then have each student draw a picture or cartoon of the social system before the war and another of the social system, as it had changed, after the war. As the students draw their pictures, ask them one at a time to explain their work. Select several students to show their

cartoons to the rest of the class. Have them explain the changes that are shown in their drawings.

*As a result of this activity the students should be able to list the most important changes in the social system that were caused by the Civil War.*

**To summarize this chapter on the secession,** have the students turn to page 223 in the text and answer the questions under the heading “Test Yourself.” Student responses should include the following:

1. Why did the Southern states secede from the Union? (*Southerners thought that President Lincoln would abolish slavery and destroy the Southern way of life.*)
2. What was President Lincoln’s main reason for leading the Union to war? (*Lincoln’s main reason for going to war was to save the Union.*)
3. Did the Emancipation Proclamation free all the slaves in the United States? (*No; it freed only those slaves in states or parts of states that were at war with the Union.*)
4. What advantages did the North have over the South? (*The North had more people, industry, and supplies than the South.*)
5. What was gained after all the bloodshed of the Civil War? (*The Civil War saved the Union and freed the slaves.*)





## CHAPTER 15: The Chicago World's Fair of 1893

*Theme:* The world's fair of 1893 was a symbol of new ideas that tested the social system. These ideas tested the belief that scientific progress would lead to a better life for the American people.

### ACTIVITIES

#### Student Text

*The Bright Side* pp. 225-227 p. 165/1  
*The Dark Side* pp. 227-229 pp. 165-166/2  
Picture study p. 226 p. 166/3  
*Test Yourself - answers* p. 229 p. 167/Summary

#### Problems Book

*Factories: Advantages and Problems* p. 40 p. 167/5

#### SSSK

*Wealth, Poverty, and Monopoly* Booklet 19 pp. 165-166/2  
*New Plan for Chicago* Booklet 19 p. 167/6

#### Teacher's Resource Guide

Presentation: Pros and cons of the Pullman strike p. 166/4

## CHAPTER 15

### Statement to the Teacher

The emphasis of this chapter is cultural and sociological. Through a study of the World's Columbian Exposition, your students will become acquainted with one of the great paradoxes of American society—poverty in the midst of wealth. Point out the fact that this paradox is still evident in our society.

The World's Fair in Chicago illustrated the American belief in the inevitable progress that would result from science and technology. But history showed that advances in science and technology do not necessarily lead to an increase in well-being for everyone. Some people came to believe that society must direct itself toward its goals. While advances in science and technology led to many forms of progress and the hope of a better life, these advances often bypassed the common man. In 1893, the poor people in American cities led generally hopeless lives. The contrast between the optimism exhibited by the World's Fair and living conditions for the poor became more and more apparent.

The fair was the beginning of modern social planning. For the first time, people began to see society as a goal-oriented system. Just as a city can plan to move toward established goals, so can a society.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , Chapter Introduction, "The Bright Side" . . . .	1
2.	<b>SSSK</b> , "Wealth, Poverty, and Monopoly" . . . . .	2
	<b>Text</b> , "The Dark Side" . . . . .	2
3.	<b>PB</b> , "Factories: Advantages and Problems" . . . . .	5
	<b>Text</b> , picture study . . . . .	3

4. **SSSK**, "New Plan for Chicago" . . . . . 6
5. **Text**, "Test Yourself" . . . . . **Summary**

### Vocabulary

age of electricity	pollution
Coxey's Army	Populist
enterprise	strike
exposition	technology
Farmer's Alliance	White City
insecurity	World's Columbian Exposition
People's party	

### ACTIVITIES

**Theme:** The World's Fair of 1893 was a symbol of new ideas that tested the social system. These ideas tested the belief that scientific progress would lead to a better life for the American people.

1. **To understand the hope that science and technology would help produce a better world**, the students can read the introduction to Chapter 15 and "The Bright Side," on pages 225 through 227 in the text. Ask them to list on the chalkboard the new inventions and technology exhibited at Chicago. Then assign a student to each item. He should report to the rest of the class how his invention gave the people of this country hope that hard work would end and poverty and hunger be eliminated.

*As a result of this activity the students should be able to write a paragraph on the relation between the new technology and the hope for a better future.*

2. **To understand social conditions at the time of the World's Fair**, the students can read the first selection, "Wealth, Poverty, and Monopoly," in Booklet 19 in the SSSK. They should also read "The Dark Side," on pages 227 through 229

in the text. Then select three students to prepare an oral presentation. One student, acting as a narrator, can give a brief synopsis of the social contrasts and problems of the 1890s and the early 1900s. The other two students, who represent the rich and the poor, can present, in short dialogues, profiles of their worlds. They can include such factors as housing, employment, education, neighborhoods, and the well-being of the family. After the presentation lead a class discussion of the following questions:

- How can you explain why the wealth accumulated in the hands of big businessmen? (*They earned great profits in developing the nation's resources. They were willing to take risks. Alexander Hamilton's commitment to industrialization favored big business.*)
- Why did poverty in the midst of plenty generate fears that the American ideal of life, liberty, and the pursuit of happiness would be lost?

*As a result of this activity the students should be able to list the characteristics of rich and poor at the time of the Chicago World's Fair.*

3. **To illustrate the characteristics of the architecture of the World's Columbian Exposition,** have the students study the pictures of the Chicago World's Fair on page 226 in the text. Remind the class that the purpose of the fair was to demonstrate America's greatness. Then ask, "How did the layout of the fair express the American greatness that the planners wanted to show?" Next, ask the students to compare pictures of the boulevards of Paris (which can be found in encyclopedias, travel folders, and so on) and pictures of the World's Fair. Then lead a class discussion by asking such questions as the following:

- How are the White City and the boulevards of Paris similar?
- From your study of the American way of life, would you include extravagance and ceremony on a list of basic American values?

- Was the American ideal of equality supported or contradicted by the physical presence of the White City?

- Would you say that the architecture of the Chicago World's Fair was more American or European in nature?

*As a result of this activity the students should understand that whereas the architecture of the World's Fair expressed a belief in America's greatness, many people felt that the values reflected by the architecture were contradictory to American values.*

4. **To illustrate the different points of view about one of the strikes that resulted from workers' dissatisfaction with wages and working conditions,** appoint two teams of students to present their views on the Pullman strike. The presentation could be in the form of a skit showing labor leaders confronting management personnel. The first team should present the workers' side. These students should read the second selection, "The Pullman Strike—Labor's View," in Booklet 19 in the SSSK. The second team should present the railroad's side. These students should read the third selection, "The Pullman Strike—Management's View," in the same booklet. After the presentation point out that the fact that the Pullman Company continued to pay dividends to its stockholders while it was lowering wages and laying off workers which meant that the company was making a profit. Then ask the following questions:

- Do you think it was fair for the Pullman Company to reduce wages while keeping rent costs in Pullman-owned buildings the same?
- Do you think that when a company answers a demand by saying "That is impossible at this time," the workers should take for granted that this is true?

Inform the students that the American Railway Union did participate in a "sympathy strike" with the Pullman workers and that this strike failed.

*As a result of this activity the students should be able to describe both points of view on the Pullman strike.*

**5. To understand that science and technology, while making available an abundance of goods, also create problems,** the students can complete exercise 15-A in their Problems Book.

**6. To understand that a good city planner must consider all aspects of the city,** selected students can read aloud excerpts from the fourth selection, "New Plan for Chicago," in Booklet 19 in the SSSK. Then assign one student to play the role of Daniel H. Burnham. He should explain to the rest of the class his plans for Chicago. After his presentation several students should question him about the narrow outlook of his plan. One critic might mention the neglected areas of Chicago—the dreary tenements and slum areas. Another might accuse Burnham and his colleagues of placing emphasis on splendid buildings and boulevards and neglecting to build a good city for the common people. The following questions could be discussed:

- Do you think that government in the 1890s and early 1900s worried about health and safety in neighborhoods?
- Is there any relation between the general welfare of the people and the phrase "life, liberty, and the pursuit of happiness"?

Contrast the idea that "government is best which governs least" with the idea that the government should help poor people.

*As a result of this activity the students should better understand the factors a city planner must consider.*

**To summarize this chapter on the World's Fair of 1893,** have the students turn to page 229 in the text and answer the questions

under the heading "Test Yourself." Student responses should include the following:

1. Why was Chicago a good choice for the 1893 World's Fair? (*Chicago was a fast-growing industrial city where American enterprise flourished. It had grown from a village to a city of a million and a half people in sixty years.*)
2. Why could this be called the Age of Electricity? (*Allow free discussion. Students should be able to list many changes brought about by technology in the field of electricity.*)
3. What scientific advances were being made at this time? How were some of these advances harmful? (*Expanding railroads, new building materials and architecture, electricity, more efficient production, development of new goods and services. Factories polluted the air and water and drew more people to already crowded cities.*)
4. How were big businesses taking advantage of farmers and small businessmen? (*Big business could hire more specialists and produce goods and services less expensively than small businesses. They could undersell the small producers and drive them out of business. Farmers could not fix the price of their goods, but they had to buy things such as farm machinery from large companies that could set prices. Also, railroads charged farmers high rates for transporting their goods. Banks charged high interest rates on loans to farmers.*)
5. What was the Populist movement? Why do you think it failed? (*The Populist movement consisted of a group of farmers who wanted to challenge the power of big business. Allow free discussion as to why the movement failed, but point out the growing political power of big business in the United States at the end of the century.*)



## CHAPTER 16: The Dillingham Commission

*Theme:* The Dillingham Commission's findings tested the social system. They tested the belief that the United States should be open to immigration of all peoples, regardless of their race, religion, or country of birth.

### ACTIVITIES

#### Student Text

*Immigration Commission Created* pp. 237-239 p. 170/1  
*Test Yourself - answers* p. 241 p. 172/Summary

#### Problems Book

*Which European Country Did They Come From?* p. 41 pp. 171-172/4

#### SSSK

*Problems of Immigrant Schoolchildren* Booklet 20 p. 172/5  
*The Dillingham Commission* Booklet 20 p. 172/6

#### Teacher's Resource Guide

*Simulation: Hearing of the Dillingham Commission* pp. 170-171/2  
*Debate: Literacy qualifications for U.S. immigrants* p. 171/3

## CHAPTER 16

### Statement to the Teacher

The emphasis of this chapter is sociological. The findings of the Dillingham Commission challenged the American belief in the equality of man. They challenged the idea that the United States should be a refuge for oppressed people everywhere.

Discuss with the students the role of fear in a society and how it can affect the behavior of large groups of people. Make sure they understand that the fear and prejudice felt by native-born Americans, which were often based on economic arguments, were the primary reasons why the Dillingham Commission was created and why repressive anti-immigration legislation was passed. Place the events of this chapter, and the feelings that prompted them, in historical context, emphasizing the economic conditions of the times as shown by the high rate of unemployment and poor living conditions of many Americans in large cities.

Help the students understand the benefits of a multiethnic, pluralistic society. If possible, make an effort to learn about the contributions of the “new” immigrants from the southern and eastern parts of Europe and bring these contributions to the attention of the class.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , “Immigration Commission Created” . . . . .	<b>1</b>
2.	<b>TRG</b> , simulation . . . . .	<b>2</b>
3.	<b>SSSK</b> , “Problems of Immigrant Schoolchildren” . . . . .	<b>5</b>
	<b>PB</b> , “Which European Country Did They Come From?” . . . . .	<b>4</b>
4.	<b>SSSK</b> , <i>The Dillingham Commission</i> . . . . .	<b>6</b>
5.	<b>Text</b> , “Test Yourself” . . . . .	<b>Summary</b>

### Vocabulary

Anglo-Saxon  
conviction  
district  
expansion  
homeland  
Immigrant Bank  
immigration  
Immigration  
Commission  
Immigration  
Restriction League

inferior  
legislation  
Mutual Savings Society  
myth  
native-born  
new immigrants  
old immigrants  
peasants  
prejudice  
proportion  
skilled labor

### Bibliography

#### FOR THE TEACHER

- Handlin, Oscar. *Children of the Uprooted*. New York: Grosset & Dunlap. Children of immigrants reveal the problems and experiences they lived through as second-generation Americans.
- Novotny, Ann. *Strangers at the Door*. Bellville, Tex.: Chatham. The story of immigration.

#### FOR THE CHILDREN

- Pauli, Hertha. *Gateway to America*. New York: McKay. The story of what the Statue of Liberty means.
- Severn, Bill. *Ellis Island: The Immigrant Years*. New York: Messner. Tells about immigration to Ellis Island and America.

#### FILMS

- The Ghetto Pillow*. 21 min., color. McGraw-Hill Films. The world of the Jewish ghetto brought to life.

*Immigration.* 11 min., b&w. Encyclopaedia Britannica Educational Corp. Why various groups of people immigrated to the United States and where they came from. Many photographs and animated maps.

*The Inheritance.* 60 min., b&w. McGraw-Hill Films. Story of the immigrants who came through Ellis Island and their struggle to make their way in this country.

#### FILMSTRIP

*American Families.* Series of 6, 10 min. each, 3 records or 6 cassettes. Coronet Films. What goes on in the daily life of six urban American families: "The Garcias," "The Wongs," "The De Stefanos," "The Taylors," "The Jacksons," and "The Mandels."

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### ACTIVITIES

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**Theme:** The Dillingham Commission's findings tested the social system. They tested the belief that the United States should be open to immigration of all peoples, regardless of their race, religion, or country of birth.

1. **To understand what led to the demands for controlling the number of immigrants from Eastern and Southern Europe,** the students should read "Immigration Commission Created," on pages 237 through 239 in the text. Then divide the class into three committees to report as follows:

*Committee 1* should report on the trends of immigration between 1885, and 1910, using the chart on page 238 in the text. It shows that more immigrants were coming from the Eastern and Southern European countries and fewer from Northern Europe.

*Committee 2* should review "The Dark Side," on pages 227 through 229 in the text (Chapter 15). These students should then describe the conditions in the big cities,

where most of the immigrants went in order to find work. *Committee 3* should also review "The Dark Side." These students should report on the economic situations of farmers, workingmen in the cities, and small businessmen during the 1890s and early 1900s. They should note that most of the "new" immigrants came from farming regions and therefore were not accustomed to an industrialized society, and that the competition for jobs caused many Americans to worry about the number of immigrants.

*As a result of this activity the students should be able to write a brief essay explaining why the demand for restricted immigration was caused by social conditions during the 1890s and early 1900s.*

2. **To understand the arguments for and against immigration control,** the students should review "Immigration Commission Created" (pages 237 through 239) and read "Support for New Immigrants" (page 241) in the text. Then have the class organize a "You Are There" hearing of the Dillingham Commission. Appoint several students to act as witnesses testifying before the commission and one student to act as a television commentator who interviews each witness after his testimony. Write the following statements on 3 × 5 cards and give one to each witness.

*The Commissioner General of immigration:* "Why are so many more immigrants coming from the Slavic countries? Well, because of the poor living conditions, the political and social conditions in their native countries, their wish for better living conditions, and their desire for liberty. Also because steamship agents encourage people to immigrate to the United States. These agents earn more if they sell more tickets—they are professional money-lenders and care only for their own profit."

*A member of the Immigration Restriction League:* "Since 1894, this league has been against the immigration of

people who will lower the mental, moral, and physical standards of the American people. We sent out a questionnaire to many of the persons listed in *Who's Who in America* asking them their views on immigration. Out of 403 people, 375 wanted restrictions on immigration. Of those favoring restrictions, about 2 percent favored an end to all immigration, 81 percent favored a required reading test for all immigrants, 58 percent favored a head tax of ten dollars or more for all immigrants, and 76 percent favored admittance only of those having enough money to support themselves until they found jobs."

*An ex-senator from Wyoming:* "I would prefer that all immigration be halted, but since this is not possible, I favor restricting immigration to the English, German, Dutch, Swedish, Danish, and Swiss peoples of Northern and Western Europe. The 'new' immigrants from Southern and Eastern Europe live in sections according to their nationality—their children are raised as Italians or Poles, not as Americans. I favor tests for immigrants—for sanity, for morality, for intelligence, for skills. I think the head tax should be raised to fifty dollars."

*A member of the National Liberal Immigration League:* "The league believes that the present laws on immigration work well. It urges that immigrants have the right of appeal to the courts—immigrants ordered to be deported should be able to have a fair hearing in a court. The league opposes an 'educational test.' The ability to read and write is not a test of people's goodness or badness, of their brains, or of their ability to work."

*A general in the U.S. Army:* "I favor restrictions on immigration for peoples that do not mix easily with ours. I would like Russians, Slavs, Asiatics, Greeks, and Southern Italians to be excluded. The Northern Italians should be admitted and also the Poles and Magyars, who are liberty-loving people and make splendid soldiers. I also feel that the head tax should be very high."

*A member of the American Jewish Committee:* "We are opposed to an increase in the head tax. The money is paid by immigrants who are poor because of persecution in the land of their birth. A great government like ours ought not to try to make money from people who have been persecuted in other countries. We are also opposed to the reading test. In 1850, during the German revolution, a number of Germans came to this country who have since become important citizens. At the time they came, they could write only their names."

After all the witnesses have been interviewed, discuss with the students why each witness testified before the commission as he did.

*As a result of this activity the students should be able to list some of the arguments for and against restrictions on immigration and to state their own reactions to these arguments.*

3. **To understand the reasons for and against restrictions on immigration,** the students can organize a debate on the following topic:

*Resolved:* That only those immigrants who can pass a reading test in English or in their own language should enter the United States.

For their arguments, the students should review activity 2 and the information presented in the text. After the debate the class can decide whether the arguments for or against restrictions on immigration were more powerful. Criteria should be the weight of the factual information presented and the effectiveness of presentation.

*As a result of this activity the students should be able to write brief statements expressing their views on the debate topic.*

4. **To demonstrate that non-English immigrants faced, and at the same time created, many problems when they came to**

the United States, have the students complete exercise 16-A in their Problems Book.

5. **To understand some of the characteristics of ethnic neighborhoods**, the students should read the third selection, "Problems of Immigrant Schoolchildren," in Booklet 20 in the SSSK. Then, if feasible, take the students on a field trip to several ethnic neighborhoods. You could take them to visit the neighborhood newspaper; a neighborhood minister, priest, or rabbi; neighborhood business leaders; and a neighborhood settlement house. After their visit the students should prepare a display of drawings, photographs, and stories entitled "The Neighborhood: A Gate to the World." *As a result of this activity the students should be able to describe some of the characteristics of an ethnic neighborhood in their city or in a nearby city.*

6. **To understand the multiethnic background of the American people**, the students can read Booklet 20, *The Dillingham Commission*, in the SSSK. Then have them indicate on a world map the countries from which their ancestors came. (Colored pins, markers, or other labels can be used to locate each country.) They should note how many students would not be present in the class if immigration from Southern and Eastern Europe had been stopped. They should then consult an encyclopedia to find information about the customs in the countries of their respective ancestors and write short essays describing these customs. Their essays could be exhibited at the bottom of the world map. The class might discuss the choices of entertainment, literature, and foods that are available to Americans today because of their multiethnic background.

*As a result of this activity the students should be able to state in their own words how America's multiethnic background has contributed to their way of life.*

**To summarize this chapter on the Dillingham Commission**, have the students turn to page 241 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. According to the Dillingham Commission, who were "old immigrants"? Who were "new immigrants"? (*"Old immigrants" came to the United States between 1819 and 1880 from Northern and Western Europe and planned to stay. "New immigrants" came between 1896 and 1910 from Southern and Eastern Europe. Many of these people did not want to settle in the United States, but wanted simply to get good jobs, earn some money, and return to their homeland.*)
2. The Dillingham Commission found new immigrants "less law-abiding." What is one explanation for this finding? (*Many did not have the money to hire good lawyers.*)
3. Why did old immigrants become farmers, while new immigrants took factory jobs? (*When the old immigrants arrived, it was much easier to obtain land. When the new immigrants arrived, less land was available but there were many factory jobs.*)
4. Why were some people afraid of immigration in 1907? (*The cities, where most immigrants settled, were already crowded and there were already more workers than jobs. Also, the Anglo-Saxon majority feared that they might lose their place as leaders of society.*)
5. Do you think that the changes recommended by the commission were right? (*Allow free discussion.*)





## CHAPTER 17: Alice Paul and Her Ladies

*Theme:* Alice Paul and her ladies tested the social system. They tested the system's belief in liberty, justice, and equality for all.

### ACTIVITIES

#### Student Text

*The Status of Women* pp. 243-244 p. 176/1

*Why Women Should Not Vote, Why Women Should Vote* pp. 245-248 p. 176/2

*Test Yourself - answers* p. 249 p. 177/Summary

#### Problems Book

*Equal Rights for Women* p. 42 p. 176/4

#### SSSK

*Women Should Not Vote, Voting and Fighting* Booklet 21 p. 176/2

#### Teacher's Resource Guide

Creative writing: Letters supporting Miss Paul's views p. 176/3

Mock election: Selected students denied voting rights pp. 176-177/5

Research: Contributions made by women p. 177/6

Comparisons: Current women's liberation versus women's suffrage p. 177/7

## CHAPTER 17

### Statement to the Teacher

The emphasis of this episode is sociological. In teaching it, refer to the section on the roles of women in Chapter 10. Placing Alice Paul in a historical context will help your students understand more clearly her contributions.

Emphasize the fact that the question of women's suffrage is just one part of the larger issue of women's rights.

Belief in women's rights gave courage to Alice Paul and her followers. They were even willing to violate the law for what they thought was right.

Help your students understand that although women won the vote, their struggle for rights in other areas continues. Invite women active in the community to discuss with the class some of these other areas of women's rights.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "The Status of Women" . . . . .	<b>1</b>
2.	<b>Text</b> , "Why Women Should Not Vote," "Why Women Should Vote" . . . . .	<b>2</b>
	<b>SSSK</b> , "Women Should Not Vote," "Voting and Fighting" . . . . .	<b>2</b>
3.	<b>TRG</b> , creative writing . . . . .	<b>3</b>
	<b>TRG</b> , mock election . . . . .	<b>5</b>
4.	<b>TRG</b> , research . . . . .	<b>6</b>
5.	<b>TRG</b> , comparisons . . . . .	<b>7</b>
	<b>PB</b> , "Equal Rights for Women" . . . . .	<b>4</b>
6.	<b>Text</b> , "Test Yourself" . . . . .	<b>Summary</b>

### Vocabulary

abolitionist	jury
abridged	nuisance
amendment	picket
corruption	ratified
demonstration	riot
emotional	solitary confinement
hunger strike	suffrage, suffragette
inferior	

### Bibliography

#### FOR THE CHILDREN

Brownmiller, Susan. *Shirley Chisholm: A Biography*. Garden City, N.Y.: Doubleday. Story of the first black woman elected to Congress.

Fleming, Alice. *Senator from Maine: Margaret Chase Smith*. New York: Thomas Y. Crowell. Character sketch of Senator Smith's astounding political career.

#### FILMSTRIPS

*Famous American Women*. Series of 9, color w/captions, 5 cassettes, teacher's manual. Eye Gate House. About women representing all the various facets of American life from Pocahontas to Maria Mitchell, the famous astronomer.

#### OVERHEAD TRANSPARENCIES

*Famous Women of the United States Series*. Creative Visuals. Filmstrips available on Clare Boothe Luce, Frances Perkins, Nellie Tayloe Ross, Margaret Chase Smith.

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## ACTIVITIES

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**Theme:** Alice Paul and her ladies tested the social system. They tested the system's belief in liberty, justice, and equality for all.

- 1. To understand the conditions that women lived under when the suffragette movement was gaining momentum,** the students can read "The Status of Women," on pages 243 through 244 in the text. Then lead a class discussion by asking such questions as the following:

- What legal rights were women denied?
- What rights did a woman give up by getting married?
- Why was education denied to women?
- What were the employment opportunities for women?
- If a woman can do a job well and is denied the opportunity to work at it, who is hurt? (*Both the women and all those who would benefit from having the job done.*)
- If the man in a family is the only one who has been educated and who is allowed to hold a job and he becomes unable to work, how will the family be affected?
- Aside from the question of whether it is morally right to deny women their rights, do you think it is *practical* to do so?

*As a result of this activity the students should be able to write a short essay describing women's status at the turn of the century and telling whether this status was beneficial or harmful to society.*

- 2. To understand the arguments for and against women's right to vote,** the students can read "Why Women Should Not Vote" and "Why Women Should Vote," on pages 245 through 248 in the text. They can also read the first two selections, "Women Should Not Vote" and "Voting and Fighting," in Booklet 21 in the SSSK. Then ask for ten volunteers to conduct a debate on the topic "Women Should Have the Right to Vote." Divide the students into two groups. Each

group should select a captain. The groups should alternate in presenting their arguments. At the conclusion each captain can summarize his team's arguments. Then have the rest of the class vote to decide which team presented its arguments more clearly and convincingly.

*As a result of this activity the students should be able to list the arguments for and against giving women the vote.*

- 3. To understand the arguments used by Alice Paul and her followers,** the students can review "Why Women Should Vote," on page 248 in the text. Then ask them to pretend that they are supporters of Miss Paul and to write a brief letter to an important government official. These letters can be addressed to congressmen, senators, governors, or the president. Remind the students that the purpose of their letters is to move the politicians to support the struggle for women's rights. They may use arguments from the text, but should also be encouraged to create original arguments. The best of these letters can be read to the rest of the class or displayed on the bulletin board.

*As a result of this activity the students should be able to list the most convincing arguments in support of the women's rights movement.*

- 4. To understand that the struggle for equal rights for women has consistently met with opposition,** the students can complete exercise 17-A in their Problems Book.
- 5. To demonstrate the feelings of women who were denied the right to vote,** have a mock class election. Give the students a topic on which to vote—for example, which students will be assigned to stay after school to tidy up the classroom. Do not allow the girls to vote, but make sure the students understand that the entire class must abide by the boys' decision. After this election hold a second in which the boys are not allowed to vote. Then lead a class discussion of the following questions:

- How did you feel when you were not allowed to vote?
- Were you willing to abide by the decision of just one part of the group?
- Do you think it is fair to make the entire class behave according to the wishes of a part of it?

*As a result of this activity the students should be able to explain in their own words the feelings of women who were denied the right to vote.*

- 6. To demonstrate that since the passage of the Nineteenth Amendment women have played an important part in American public life,** select students to use encyclopedias, periodicals, newspapers, and other library reference materials (see Bibliography) to research the lives and contributions of Frances Perkins, Margaret Chase Smith, Shirley Chisholm, Nellie Tayloe Ross, and Clare Boothe Luce. The students should pay particular attention to the political accomplishments of these women. They can present their findings by playing the roles of the women, dramatizing their lives and accomplishments. Then lead the class in a discussion of the following questions:

- Did any of these women hold public office before the passage of the Nineteenth Amendment?
- How did the Nineteenth Amendment help make it possible for women to hold public office?
- Can you name other women active in public life in the United States?

*As a result of this activity the students should be able to list some contributions women have made to American government and politics.*

- 7. To demonstrate that the struggle for women's rights continues today,** assign each student to bring to class a magazine article on the subject of the women's liberation movement. Each student should summarize his article for the rest of the class and point out particular rights sought by women today. He can also note similarities between the current struggle for

women's rights and the fight for woman suffrage. Then lead a class discussion of the following questions:

- What rights are women today trying to achieve?
- How are their goals similar to those of Alice Paul and her followers during the fight for woman suffrage?
- How are their methods similar to those of Alice Paul and her followers in their fight for suffrage?

*As a result of this activity the students should be able to list rights that women in America are still seeking.*

- 8. To summarize this chapter on Alice Paul and her ladies,** have the students turn to page 249 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. What were some of the things that women were not allowed to do in 1913? (*Women could not vote, hold public office, or serve on a jury. A woman's husband become her master; he had complete control over her wages, property, and children. Many jobs were closed to women, or their wages were not as high as those paid to men. Also, girls usually were not given as good an education as boys.*)
2. What was expected of women by most of the people? (*Most people expected women to become wives and mothers, and nothing more.*)
3. How did demonstrations and hunger strikes help the cause of women's rights? (*These tactics called attention to the suffragettes' demands. They also embarrassed some male officials into being more sympathetic to the women's cause.*)
4. Why were many people opposed to giving women the vote? (*Many thought that a woman's place was in the home and that giving women the vote would cause arguments that would weaken the family. Some people believed that women were inferior to men by nature. Others thought it would be unconstitutional for the federal government to force the states to allow women to vote.*)
5. Do you think that all of the goals that Alice Paul fought for have been achieved today? (*Allow free discussion.*)



## CHAPTER 18: The Palmer Raids

*Theme:* The Palmer raids tested the social system's belief that a person is considered innocent until he is proven guilty. The raids tested the idea that guilt or innocence must be decided in a court trial.

### ACTIVITIES

#### Student Text

*Causes of the "Red" Hunt* pp. 251-254 **p. 180/1**  
*The Attorney General Acts* pp. 254-260 **p. 180/2**  
*Lack of Evidence* p. 257 **p. 181/5**  
*Who Is Guilty?* pp. 255-257 **p. 181/6**  
*Justice Department Rebuked* p. 261 **pp. 181-182/8**  
*Test Yourself - answers* p. 261 **p. 182/Summary**

#### Problems Book

*The Palmer Raids* p. 43 **pp. 180-181/4**

#### SSSK

*The Case of Louis Wirth* Booklet 22 **p. 181/5**  
*Charges Against the Department of Justice* Booklet 22 **pp. 181-182/8**

#### Teacher's Resource Guide

Experiment: Group reactions to a panic situation **p. 180/3**  
Categorizing: Communism, socialism, anarchism **p. 181/7**  
Speaker: Lawyer **pp. 181-182/8**

## CHAPTER 18

### Statement to the Teacher

The emphasis of this chapter is political and sociological. In teaching it, emphasize the fact that injustices occur in any society. A free society is open to the effects of the best and the worst in people. In a free society, however, there are always courageous people who fight such injustices. Free societies stimulate people to stand up and speak out against the shortsightedness and injustices they see occurring.

This chapter points out how far a society based on beliefs in equality and opportunity for all can stray from its ideals when fear and prejudice become governing emotions. It also emphasizes how a society can pull itself out of such dangerous conditions through the courage and determination of people who maintain their belief in the basic tenets around which the society is structured.

As your students study this chapter they should be able to make judgments about the Palmer raids. Were they legal? reasonable? just? Conclude this episode by asking the class how the lessons of the Palmer raids apply to society today.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Causes of the 'Red' Hunt" . . . . .	<b>1</b>
2.	<b>Text</b> , "The Attorney General Acts" . . . . .	<b>2</b>
	<b>TRG</b> , experiment . . . . .	<b>3</b>
	<b>SSSK</b> , "The Case of Louis Wirth" . . . . .	<b>5</b>
	<b>Text</b> , "Lack of Evidence" . . . . .	<b>5</b>
3.	<b>Text</b> , "Justice Department Rebuked" . . . . .	<b>8</b>
	<b>SSSK</b> , "The Palmer Raids" . . . . .	<b>8</b>
	<b>PB</b> , "The Palmer Raids" . . . . .	<b>4</b>
4.	<b>Text</b> , "Who Is Guilty?" . . . . .	<b>6</b>

5.	<b>TRG</b> , categorizing . . . . .	<b>7</b>
6.	<b>Text</b> , "Test Yourself" . . . . .	<b>Summary</b>

### Vocabulary

alien	propaganda
anarchist	radical
capitalist	"red menace"
communist	"reds"
czar	revolutionary
deport	socialist
isolation	union
labor union	warrant

### Bibliography

#### FOR THE TEACHER

Simon, Rita J., ed. *As We Saw the Thirties*. Urbana: Univ. of Illinois Press. Essays on social and political movements.

#### FOR THE CHILDREN

Hoyt, Edwin P. *Palmer Raids*. New York: Seabury. The attempt to suppress dissent during the early 1920s is discussed.

Schulman, Alix. *To the Barricades: The Anarchist Life of Emma Goldman*. New York: Thomas Y. Crowell. Biography of the woman anarchist who advocated draft resistance, birth control, and feminism in the early years of the twentieth century.

### ACTIVITIES

**Theme:** The Palmer raids tested the social system's belief that a person is considered innocent until he is proven guilty. The raids tested the idea that guilt or innocence must be decided in a court trial.

1. **To demonstrate the meaning and effects of strikes**, have the students read “Causes of the ‘Red’ Hunt,” on pages 251 through 254 in the text. Then bring to class magazine and newspaper articles about recent strikes. Ask the students to study the articles carefully. Select one group to report on the causes, methods, and results of each strike. Ask a second group to select one strike (or a fictitious one) to act out. Then lead a class discussion of the following questions:

- What are the most common causes of a strike?
- What happens to factories when workers refuse to work? (*No goods can be produced.*)
- How can a strike affect consumers? (*If the strike lasts long enough, there will not be enough goods for consumers to buy.*)
- How can a strike in one company affect other companies? (*If other companies depend on goods produced by the struck company, they cannot produce. For example, if steel manufacturers strike, the automobile industry cannot obtain enough steel to manufacture automobiles.*)
- Can a strike affect the nation?
- What role did strikes play in America at the time of the Palmer raids?
- How did strikes contribute to the Palmer raids?

*As a result of this activity the students should be able to describe the meaning and possible effects of a strike.*

2. **To understand the feelings of Americans toward the people arrested in the Palmer raids**, the students can read “The Attorney General Acts,” on pages 254 through 260 in the text. Then have them pretend that they are newspaper writers at the time of the raids. Ask them to write short newspaper accounts of the raids. The articles may take the form of editorials, interviews with officials and aliens, or reports of raids, including events leading up to them. (Make sure the students understand the difference between an editorial and a news story.) The best pieces can be assembled as a newspaper, mimeographed, and distributed to the

students. When the students have completed their assignments, lead a class discussion of the following questions:

- What function did newspapers serve at the time of the Palmer raids?
- Did they help or hurt the aliens?
- Do you think many people relied on newspapers for information about the Palmer raids?

*As a result of this activity the students should be able to conclude that newspapers can effectively influence public opinion.*

3. **To understand how quickly hysteria and fear can pervade a group**, conduct an experiment in the classroom. Privately instruct a student to interrupt the class at some point by suddenly shouting “There’s a bee!” or something similar that will create excitement or fear. (If you feel that there are students in your classroom who might overreact or become upset by this experiment, it would be better to forgo the activity.) When the students have calmed down, ask them the following questions:

- Were you frightened?
- Did you actually see the bee?
- If you had stopped to think about the situation, might you have behaved differently?
- During the Palmer raids, how many people *knew* that aliens wanted to overthrow the government of the United States?
- How did the general public feel about the aliens?
- In both cases (the raids and the “bee” in the classroom), how did a panic situation arise? (*Someone started a rumor that spread until it affected many people.*)

*As a result of this activity the students should be able to conclude that fear of aliens contributed to the “success” of the Palmer raids.*

4. **To understand the fact that the actions of the Justice Department in carrying out the Palmer raids and the deporta-**

**tion of aliens violated the rights guaranteed by the Bill of Rights**, the students can complete exercise 18-A in their Problems Book.

5. **To understand why many aliens joined the Communist party**, the students can read the second selection, "The Case of Louis Wirth," in Booklet 22 in the SSSK. They should also read "Lack of Evidence," on page 257 in the text. Then ask several students to play the roles of party members, and one student to play the role of a man-on-the-street interviewer. The interviewer should ask such questions as the following:

- What country did you come from?
- How many people are in your family?
- What kind of work do you do?
- How have you and your family been treated by Americans?
- Do you like living in America? Why? Why not?
- Why did you join the Communist party?

Guide the party members to make sure their answer are consistent. For example, if a party member says he has been treated very nicely by Americans and has made many friends, it would not make sense for him to say he joined the Communist party because he was lonely. Encourage the members to name a variety of reasons for joining the party: social, political, educational, cultural, charitable, and so on. When the interviews are completed, lead a class discussion of the following questions:

- Did all these people join the Communist party because they wanted to overthrow the American government?
- Do you think these people should have been deported?

*As a result of this activity the students should be able to list various reasons why immigrants joined the Communist party.*

6. **To understand differences between major political philosophies in America at the time of the Palmer raids**, the students

can read "Who Is Guilty?" on pages 255 through 257 in the text. Then divide the class into four groups: communists, socialists, anarchists, and capitalists. Each group should make a report on its political ideas, describing its aims, methods, accomplishments, and leaders at the time of the Palmer raids. The students can use encyclopedias as well as the text for reference material. In making their presentations they can play the roles of political leaders trying to persuade other members of the class to join their parties.

*As a result of this activity the students should be able to list the major characteristics of these four political philosophies at the time of the raids.*

7. **To reinforce the preceding activity**, write on small pieces of paper characteristics of communism, socialism, and anarchism. (You might also write these names on the chalkboard to aid the students with their answers.) Then have a student take a piece of paper and read the word or phrase written there. The other students should then guess the political philosophy described. Suggested phrases:

- Revolutions of the working class (*Communism*)
- Reform through violence (*Communism and anarchism*)
- Reform through legal pressures (*Socialism*)
- No formal government needed (*Anarchism*)
- No private property (*Communism*)
- Government is not a good thing (*Anarchism*)
- Russian form of government (*Communism*)
- Collective ownership (*Socialism*)

Afterward you can lead the students in a discussion of similarities and differences among these philosophies. You can also discuss their relation to the Palmer raids.

*As a result of this activity the students should have a better understanding of communism, socialism, and anarchism.*

8. **To understand several ways the Palmer raids violated the U.S. Constitution**, the students can read "Justice Department Rebuked," on page 261 in the text. They should also read

the first selection, "The Charges Against the Department of Justice," in Booklet 22 in the SSSK. Then the students can invite a lawyer to address them on the following topics:

- The illegality of forcing people to confess to crimes
- The illegality of searches and arrests without warrants
- The illegality of forcing people to give information to be used against them in court

The students can discuss with the speaker ways in which these three points were violated during the raids.

*As a result of this activity the students should be able to list several ways in which the Palmer raids violated the Constitution.*

**To summarize this chapter on the Palmer raids,** have the students turn to page 261 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. Why were many employers opposed to labor unions? (*Because they didn't want to raise wages or be forced to grant better working conditions*)
2. What labor union was the most radical in the early 1900s? (*International Workers of the World*)
3. Why was the attorney general so concerned about Russian aliens? (*He was convinced that all Russian aliens were dangerous radicals who believed in the violent overthrow of the United States government.*)
4. What were some of the ways in which the Palmer raids violated the Constitution? (*Cruel and unusual punishments were invoked; searches and arrests without warrants were allowed; people were forced to testify against themselves; people were punished without trial by judge or jury; excessive bails were set; the people's right to hold peaceful public meetings was violated.*)
5. Did the Justice Department have good reasons to be fearful? (*Allow free discussion, but point out that many of the people arrested were innocent victims and that the Justice Department's claims later proved to be exaggerated.*)
6. What personal reason did Palmer have for frightening people about the "red menace"? (*He wanted publicity to help him be elected president.*)





## CHAPTER 19: The Great Depression and F.D.R.

*Theme:* The Great Depression tested the social system. It tested the belief that the government which governs least governs best.

### ACTIVITIES

#### Student Text

*The Depression and Its Causes* pp. 263-269 p. 186/2  
Chart study pp. 268 and 274 p. 187/4  
*Roosevelt's New Deal* pp. 269-275 pp. 190-191/8  
*Test Yourself - answers* p. 275 pp. 191-192/Summary

#### Problems Book

*The Working of an Economic System* pp. 44-45 p. 186/1  
*How to Cure Depression* p. 46 p. 191/9

#### SSSK

*Living in the Depression* Booklet 23 pp. 189-190/7

#### Teacher's Resource Guide

Symposium: See 2: *Student Text*  
Game: Identifying spending of the three sections of the economic system  
pp. 186-187/3  
Role play: Causes of a depression pp. 187-188/5  
Role play: Effects of consumer, investment, and government spending on the  
economy pp. 188-189/6  
Role play: See 7: SSSK  
Role play: See 8: *Student Text*  
Problem solving: Facets of the depression p. 191/10

## CHAPTER 19

### Statement to the Teacher

The emphasis of this chapter is economic. In teaching this material you should act as an economist and help refine the economic thinking of your students.

Emphasize the fact that the Great Depression represents a turning point in the economic thinking of Americans. Before this time, Americans felt that depressions corrected themselves. In the 1930s the business decline that led to massive unemployment appeared to be a depression that could not correct itself. The turning point came with President Roosevelt's new idea that the government must lead the country out of the depression.

You should compare the material in this chapter with that in Chapter 8, "How People Made Their Living: The Economic Subsystem." The depression described in that chapter was caused by a lack of precious metals (gold and silver money). The depression in the 1930s was caused by consumers, businesses, and the government spending less.

You should conclude the chapter by comparing the economic situation in the 1930s with the economic situation today and the role government plays in directing the economy.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>PB</b> , "The Workings of an Economic System" . . . . .	<b>1</b>
2.	<b>TRG</b> , game . . . . .	<b>3</b>
3.	<b>Text</b> , chart study . . . . .	<b>4</b>
	<b>Text</b> , "The Depression and Its Causes" . . . . .	<b>2</b>
4.	<b>TRG</b> , role play . . . . .	<b>5</b>
5.	<b>SSSK</b> , "Living in the Depression" . . . . .	<b>7</b>
6.	<b>TRG</b> , role play . . . . .	<b>6</b>

- |    |  |                |
|----|--|----------------|
| 7. | <b>PB</b> , "How To Cure Depression" . . . . . | <b>9</b>       |
| 8. | <b>TRG</b> , problem solving . . . . .         | <b>10</b>      |
| 9. | <b>Text</b> , "Test Yourself" . . . . .        | <b>Summary</b> |

### Vocabulary

admission	margin
Agricultural Adjustment	mortgage
Administration (AAA)	National Industrial Recovery (NRA)
cavalry	National Labor Relations Act
competition	pension
consumer	Reconstruction Finance Corporation
credit	revenue
deficit, deficit spending	shares
durable goods	Social Security Act
Emergency Bank Act	stock
Emergency Relief Administration	wages
infantry	Wall Street
installment plan	
insurance	

### Bibliography

#### FOR THE TEACHER

- Chandler, Lester V. *America's Greatest Depression, Nineteen Twenty-Nine to Nineteen Forty-One*. New York: Harper & Row. Comprehensive study of the Great Depression.
- Degler, Carl N., ed. *The New Deal*. Chicago: Quadrangle. Articles by Rexford Tugwell, Harry Hopkins, Donald Richberg, Harold Ickes, Allan Nevins, Anne O'Hare McCormick, and other contemporary observers.
- Terkel, Studs. *Hard Times*. New York: Pantheon. Fascinating interviews with people about the Great Depression.

Boardman, Fon W. *Thirties: America and the Great Depression*. Jr., ed. New York: Walck. Various problems of the thirties are discussed.

Hunt, Irene. *No Promises in the Wind*. Chicago: Follett. About Joe Grondowski's struggle to survive during the thirties and the understanding of life he gains from these terrible times.

Latham, Frank B. *Panic of 1893*. New York: Watts. Problems during these times: riots, strikes, starvation, hobo camps, Coxey's Army, and fears of revolution.

Weingast, David. *Franklin D. Roosevelt: Man of Destiny*. New York: Messner. Interesting story of the man and his times.

Werstein, Irving. *A Nation Fights Back: The Depression and Its Aftermath*. New York: Messner.

#### OVERHEAD TRANSPARENCIES

*The U.S.A. Between Two World Wars*. Series of 9 w/teacher's manual. Creative Visuals. Included in this series are such titles as "Domestic Issues 1900-1930" and "The Depression and the New Deal."

### ACTIVITIES

**Theme:** The Great Depression tested the social system. It tested the belief that a government which governs least governs best.

1. **To demonstrate that when nearly everyone has a job and when goods and services that are produced are purchased, we have a healthy economy,** have the students complete exercise 19-A in their Problems Book.
2. **To illustrate the different causes of economic depressions,** have the students read "The Depression and Its Causes," on pages 263 through 269 in the text. Then have them organize a symposium. Appoint two students to represent

economists of two hundred years ago. (They should review Chapter 8, "The Emerging Economic System.") They should explain how changes in the amount of gold and silver, caused by international trade, created economic instability in the United States. Appoint two other students to represent economists of the 1900s. They should explain how changes in the behavior of consumers, businesses, and government created economic instability in the United States. After the symposium the class should discuss such questions as the following:

- How did international trade change the amount of gold and silver in the country in the late 1700s and early 1800s? How did this change in the amount of gold and silver create economic instability?
- How did the behavior of consumers and businesses change the level of spending and the level of saving in the economic system in the late 1920s? How did this level of spending and saving create economic instability?
- Why did the government play a greater role in the depression of 1929 than in the depression of the late 1700s? *As a result of this activity the students should be able to explain some of the differences between the depression of the 1780s and the depression of the 1930s.*

3. **To understand the three sectors of the economy whose total spending makes up the gross national product,** the students can play an identification game. First explain that the gross national product (GNP) is the total value of all final goods and services produced in the economic system during one year. The GNP can be tabulated by adding the amount of spending by the three economic sectors of the system: spending by consumers, investment spending by businesses and factories, and federal government spending. Discuss these three sectors of the economy. Give examples of the types of spending each engages in (for example, consumers spend money for food, clothing, and appliances; businesses spend money for factories and machines; the government

spends money for defense). Then proceed with the following game:

Select one student to be a recorder. He should make three columns on the chalkboard labeled "Consumer Spending," "Investment Spending," and "Government Spending." Then give each student a  $3 \times 5$  card with the name of a different item and its cost. Tell the students that these cards represent all business transactions for one year. Each student should call out his item and its cost and tell the recorder in which column the transaction most likely belongs. Suggestions for items and prices follow. (Identification of category of spending should not be included on cards.)

- pair of shoes—\$10 (*consumer spending*)
- adding machine for insurance company—\$200 (*investment spending*)
- bag of groceries—\$10 (*consumer spending*)
- war missile—\$300,000 (*government spending*)
- truck for moving company—\$15,000 (*investment spending*)
- machine gun for army training—\$300 (*government spending*)
- pencil for home use—\$.10 (*consumer spending*)
- computer for bank—\$100,000 (*investment spending*)
- milk delivery truck—\$10,000 (*investment spending*)
- tank—\$100,000 (*government spending*)
- automobile—\$5,000 (*consumer spending*)

Then ask the students to compute the gross national product for the year.

*As a result of this activity the students should be able to give examples of the three types of spending done by the three sectors of the economy.*

4. **To understand the nature of the economic instability of the early 1930s**, the students should study the charts on pages 268 and 274 in the text. Then lead a class discussion by asking such questions as the following:

- What happened to the rate of unemployment as the GNP dropped? (*It increased.*)
- How do you think increased unemployment affects the amount of consumer spending? (*Consumer spending drops, since unemployed people do not consume as many goods and services.*)
- How do you think decreased consumer spending affects profits? (*They decrease.*)
- How do decreasing profits affect production and employment?

*As a result of this activity the students should be able to explain the relation between the GNP, unemployment, consumer spending, and corporate profits.*

5. **To understand how unemployment and the resultant reduction in consumer spending contribute to economic instability**, the students should participate in a role play. Assign the following roles:

- A recently unemployed consumer
- The recently unemployed consumer's wife
- Four additional unemployed consumers
- Appliance store owner
- Stock boy
- Delivery company owner
- Two truck drivers for delivery company
- Automobile manufacturer
- Four laborers in automobile factory
- Steel producer
- Six laborers in steel mill

Then set up areas in the classroom to represent the following places:

- The recently unemployed consumer's home
- Appliance store
- Delivery company
- Automobile factory
- Steel mill
- Ranks of the unemployed



You can use the following props (optional):

- Play money
- Play telephone
- Toy trucks and automobiles
- Sheets of steel (cardboard)

Explain that throughout this play each of the participants will represent a large group. The unemployed consumers represent a large group. The unemployed consumers represent many unemployed consumers; the store owner represents many store owners; the producers represent many producers. Instruct the four additional unemployed consumers to simply sit in the area designated as the ranks of the unemployed for the duration of this play. Then proceed in the following manner:

*Scene 1.* The recently unemployed consumer comes home and tells his wife that he has just lost his job due to decreasing production at his company. He states that many of his co-workers were also laid off. He and his wife discuss their situation and how they can cut down on expenses. Together they make out a grocery list, substituting hamburger for more expensive meat, and so on. The husband states that he will cancel their order for a new washing machine at the appliance store.

*Scene 2.* The recently unemployed consumer goes to the appliance store and cancels his order for a new washing machine. The owner of the store points out that his prices are quite low. The consumer explains that he must cut down on his spending and conserve his savings for non-durable necessities such as food and clothing. The store owner then approaches his assistant and explains that, since business is so bad, he isn't making enough money to pay him and must let him go. (The assistant joins the unemployed consumers in the ranks of the unemployed.) The store owner then calls the delivery company and cuts his order by half, explaining that his store is overstocked as it is.

*Scene 3.* The owner of the delivery company fires one of

his two drivers, explaining that he has no other choice because his orders have been cut by half. (The driver joins the ranks of the unemployed.) He then calls the automobile factory to cancel his order for new trucks.

*Scene 4.* The automobile factory owner orders that production be reduced, explaining that businesses are canceling their orders and unemployed people cannot afford to buy cars. He lays off two of his four laborers. (They join the ranks of the unemployed.) He then calls the steel manufacturer to reduce his order for steel.

*Scene 5.* The steel producer orders that production be cut and lays off three of his six laborers. (They join the ranks of the unemployed.)

Then lead a class discussion by asking such questions as the following:

- What will happen to the consumer spending of those people now sitting in the ranks of the unemployed? (*Their consumer spending will decrease.*)
- How will reduced consumer spending affect unemployment? (*Unemployment will increase even more.*)
- How will this further increase of unemployment affect consumer spending? (*Consumer spending will decrease even more.*)

Then have the students diagram the series of causes and effect they have witnessed during the role play as a mural-size flowchart. Simple pictures, arrows, and brief explanations should be used to illustrate the flowchart, which should be labeled "The Cycle of Economic Instability."

*As a result of this activity the students should be able to explain how a depression can be caused by a combination of high unemployment and reduced consumer and business spending.*

6. **To demonstrate how consumer, investment, and government spending affects the economic system,** have the students act out a role play. Select seven students to play the following roles:

- Government official
- Builder
- Lumberyard owner
- Cementmaker
- Clothing store owner
- Grocer
- Landlord

Each student should be given a card with the name of his role and instructions for the play. Each player should sit at his desk with a sign indicating the role he is playing. Another student should be the recorder. The recorder should make the cards for each of the players in advance by copying the following information:

*Card 1*—government official: During round 1, give the builder \$100 for a building project.

*Card 2*—builder: During round 2, save \$10 and spend \$30 for lumber, \$30 for food, and \$30 for cement.

*Card 3*—cementmaker: During round 3, save \$3 and spend \$9 for food, \$9 for clothes, and \$9 for rent.

*Card 4*—grocer: During round 3, save \$3 and spend \$9 for food, \$9 for clothes, and \$9 for rent.

*Card 5*—lumberyard owner: During round 3, save \$3 and spend \$9 for food, \$9 for clothing, and \$9 for rent.

Then begin the play. During each round the recorder should stand at the chalkboard and record the number of the round and the amount of money that changed hands during the round. Give the government official \$100 in play money. Instruct each of the players to follow the instructions on his card. Explain that each player except the government official will save 10 percent of his income. When round 3 has been completed, lead a class discussion by asking the following questions:

- How much money was spent in round 1? (*The government spent \$100.*)

- What was the total amount of money spent in round 2? (*\$90*)
- What was the total amount of money spent during round 3? (*\$81*)
- Including the \$100 spent by the government in round 1, how much money was spent during the play? (*\$271*)

Then explain that all the money spent during the play can be considered *income*. All the participating players except the government official earned their incomes as a result of the initial expenditure of \$100; their incomes totaled \$271. Then ask the following questions:

- If a fourth round had been played, would more income have been generated? (*Yes*)
- How much income would have been generated in round 4? (*10 percent less than had been spent in round 3, since 10 percent would have gone into savings.*)

*As a result of this activity the students should be able to explain why spending money has a snowball effect on the economy.*

7. **To understand how people can be affected physically and psychologically by economic instability**, the students should read the third selection, "Living in the Depression," in Booklet 23 in the SSSK. Then have them collect photographs and draw pictures illustrating what life was like during the 1930s—the breadlines, people selling apples on street corners, the shacks people lived in, people withdrawing their money from banks, and so on. These pictures should be arranged in a display entitled "The Great Depression of the 1930s." Next have selected students read interviews in Studs Terkel's book *Hard Times* (see Bibliography). These students should then present a skit in which they role-play people standing in a breadline in 1930. Each participating student should select a character from *Hard Times* to represent. One student should be appointed director; he should encourage the students to portray a variety of people with such attitudes as the following:

- Despair—unemployment and loss of income
- Frustration—wasted talents and resources
- Anger or hopelessness—ineffectiveness of the government in solving the problems caused by the depression
- Insecurity—erosion of family life

While waiting in the breadline, each person should tell his hard-luck story, based on the information presented in *Hard Times*. After the skit has been presented, ask the students to interview their parents, grandparents, or other relatives to find out what their lives were like during the Great Depression and then record their stories. The stories should be compiled into a booklet to make the students' own version of *Hard Times*.

*As a result of this activity the students should be able to state in their own words some of the difficulties people faced during the Great Depression.*

8. **To demonstrate how the introduction of new money and jobs reverses a cycle of economic instability**, have the students read "Roosevelt's New Deal," on pages 269 through 275 in the text. Then have them participate in a role-play sequel to activity 5. Ask them to assume the positions they held at the end of the role play in activity 5, with the addition of a banker and a government official. These participants will be:

- Banker
- Government official
- Appliance store owner
- Delivery company owner
- One truck driver
- Automobile manufacturer
- Two laborers in automobile factory
- Steel producer
- Three laborers in steel mill
- Twelve unemployed people

Select additional students to play the roles of government official and banker. Use the same physical setup that was

used in activity 5. Then explain that the government is trying to improve the economy by setting up public works projects to build roads, dams, and national parks. Proceed as follows:

*Scene 1.* The government official goes to the bank and asks for a loan with which to develop new government projects. The banker states that the government is a "good risk" and he is happy to make the loan.

*Scene 2.* The government official goes to the ranks of the unemployed and hires four people to work on construction crews in public works projects. He pays them their wages.

*Scene 3.* The four newly hired workers go to the appliance store and put down payments on various appliances.

*Scene 4.* Because of the increase in sales, the appliance store owner is able to rehire his assistant from the ranks of the unemployed. He calls the delivery company and increases his order. The delivery company owner rehires the driver.

*Scene 5.* The government official calls the automobile manufacturer and orders cars, trucks, and construction equipment for use in the public works projects. He states that he will pay in advance. The manufacturer orders an increase in production and hires two workers from the ranks of the unemployed. He calls the steel manufacturer and increases his order for steel.

*Scene 6.* The steel manufacturer orders an increase in production and rehires the laborers he had laid off before. Then lead a class discussion by asking the following questions:

- What caused the decrease in unemployment?
- As unemployment decreased, what happened to consumer spending? (*It increased.*)
- As consumer spending increased, what happened to business profits? (*They increased.*)
- As business profits increase, what do you think will happen? (*Businesses will expand and generate even more*

*jobs, which will in turn further increase consumer spending.)*

- Where did the government get the money to spend on public works? (*It went into debt.*)
- Why do you think the bank was willing to lend money to the government when it would not have lent it directly to the consumers? (*The bank had confidence in the government's ability to repay the loan.*)
- How will this debt be repaid? (*Through the increased taxes that will be paid by people with increased incomes and reviving businesses*)

Then have the students design another mural-size flowchart diagraming this series of events. This flowchart can be labeled "Reversing the Cycle of Economic Instability" and placed next to the flowchart designed for activity 5.

*As a result of this activity the students should be able to explain how the creation of new jobs and increased spending by the government can break the cycle of economic instability that occurs during a depression.*

- 9. To demonstrate that by spending money and regulating the supply of money, government can cure a depression or make it worse,** have the students complete exercise 19-B in their Problems Book.

- 10. To explore the problem of economic instability as it was demonstrated by the Great Depression,** the students can study the Great Depression through a problem-solving approach. Divide the class into six committees. Each committee will be responsible for investigating one facet of the depression.

*Committee 1* should investigate the symptoms of the problem, that is, the outward manifestations of the depression. These students may refer to the SSSK and to the visual and expository material concerning symptoms of the depression in the text.

*Committee 2* should investigate the aspects of the prob-

lem, that is, how the depression affected income, employment, production, family life, and people's confidence in the political system.

*Committee 3* should define the problem, in question form, in terms of people's desires and the existing conditions of the time. This definition should resemble the following: "How can the nation develop an economy in which everyone who is willing and able to work can find a job?"

*Committee 4* should investigate the scope of the problem by referring to the charts on text pages 268 and 274 and by extrapolating resultant conditions from this data. *Committee 5* should investigate the causes of the problem.

These students may refer to the text and to activity 5.

*Committee 6* should investigate the solutions of the problem. These students may refer to the SSSK, visual and expository material in the text, and to activity 8.

After the committees have completed their investigations, one student should be selected from each group to participate in a panel presentation of the committees' findings.

*As a result of this activity the students should be able to explain the six parts of the problem-solving approach as applied to the Great Depression.*

**To summarize this chapter on the Great Depression,** have the students turn to page 275 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. Why were the 1920s called the "Roaring Twenties"? (*The twenties "roared" because people were seeking release from the tensions of the war and because they had access to many more material goods than they had ever had before.*)
2. What is buying on the *installment plan*? What is buying on *margin*? How did each of these help start the Great Depression? (*Installment-plan buying is the purchase of goods with a down payment and a series of regular payments, usually monthly, at a certain interest rate. Buying on margin is the purchase of stock partly with cash and partly on credit; the*



*buyer hopes to sell the stock at a high profit and repay his debt. People bought durable goods on installment. These goods lasted a long time. Consumers didn't need or want any more of them very soon, so manufacturers lost business. Also, people's debts caught up with them, and they had little money with which to buy more goods. Buying on margin contributed to the depression because people became afraid that they could not keep the profits they had made on their stocks and pay their debt, so they began to sell them. More and more people got worried and sold their stocks. The prices of the stocks began to fall. Finally, no one wanted to buy stock and the market collapsed.)*

3. Why did Herbert Hoover oppose federal aid to the poor? *(Hoover believed that federal aid weakened the people's will to help themselves.)*

4. Why did Roosevelt declare a "bank holiday"? *(The "bank holiday" allowed people's fears to die down, so that there was no longer a rush of people drawing their money out of banks; it gave Congress time to work on solving the problem.)*
5. What was the Civilian Conservation Corps? How did it help ease the depression? *(A work project for unmarried men between eighteen and twenty-five. They received food, clothing, shelter, and wages for doing work that helped conserve the nation's natural resources. Jobs were given to over 1,500,000 men.)*
6. Why did the government begin to pay farmers to grow less? *(Because if farmers produced fewer crops, the price of what they did produce would rise and they would be able to buy more goods and services)*





## CHAPTER 20: La Guardia Fights the Machine

*Theme:* Fiorello La Guardia tested the social system. He tested the belief that political leaders should be chosen by the people, not by a boss. He tested the idea that elected officials should work for the people as a whole, not for a small group.

### ACTIVITIES

#### Student Text

*What Is the Machine?* pp. 277-279 pp. 195-196/1  
*La Guardia Attacks the Machine* pp. 279-283 p. 196/2  
*Test Yourself - answers* p. 197/Summary

#### Problems Book

*Captain, Leader or Boss?* p. 47 p. 197/6  
*How Should a City Spend Its Money?* p. 48 p. 197/8

#### SSSK

*La Guardia Fights the Machine* Booklet 24 p. 196/3

#### Teacher's Resource Guide

Art: See 1: *Student Text*  
Speaker: City councilman p. 196/4  
Categorizing: Tammany Hall versus La Guardia pp. 196-197/5  
Art: Posters of city government and families involved in housekeeping activities  
p. 197/7

## CHAPTER 20

precinct captain  
Tammany Hall

ward leader  
welfare

### Statement to the Teacher

The emphasis of this chapter is political.

Point out that the political machine studied in the chapter was run by a small group of men wishing to perpetuate their power. To achieve this, they bought votes (and loyalty) by doing personal favors for the voters and making them feel important.

Emphasize the courage and integrity of Fiorello La Guardia. Ask the class whether a La Guardia could succeed in city government today. Ask whether they think there is a “La Guardia” in any American city today and whether there are big-city machines in power now.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , “What Is the Machine?”	1
2.	<b>Text</b> , “La Guardia Attacks the Machine”	2
	<b>SSSK</b> , <i>La Guardia Fights the Machine</i>	3
3.	<b>TRG</b> , guest speaker	4
	<b>PB</b> , “Captain, Leader, or Boss?”	6
4.	<b>TRG</b> , categorizing	5
5.	<b>TRG</b> , art	7
	<b>PB</b> , “How Should a City Spend Its Money?”	8
6.	<b>Text</b> , “Test Yourself”	Summary

### Vocabulary

befriended  
bribe  
campaign

investigation  
municipal  
political machine

### Bibliography

#### FOR THE TEACHER

Connable, A., and Silverfarb, E. *Tigers of Tammany: Nine Men Who Ran New York*. New York: Holt, Rinehart & Winston. The drama of Tammany Hall is recreated.

Mann, Arthur. *La Guardia: A Fighter Against His Times*. Chicago: Univ. of Chicago Press. The significant elements of La Guardia’s election as mayor of New York City are discussed in this study of political behavior in the early 1930s.

#### ACTIVITIES

**Theme:** Fiorello La Guardia tested the social system. He tested the belief that political leaders should be chosen by the people, not by a boss. He tested the idea that elected officials should work for the people as a whole, not for a small group.

1. **To understand how Tammany Hall controlled New York City**, the students should read “What Is the Machine?” on pages 277 through 279 in the text. Then have them construct a mural. Using the text and encyclopedias as sources, they should gather facts about the machine in New York City and how it operated. The mural should be constructed in several segments of scenes. One scene should portray an immigrant’s arrival in New York and his greeting by a machine worker. Another might portray the LoSasso family and Mr. Ryan, who are described in the preface to the chapter. Others might show ward leaders choosing a “boss”; precinct captains instructing voters on how to cast their ballots; ethnic ghettos; and “Dough Day.” The mural should cover a wall of the classroom and remain up throughout the study of this chapter.

*As a result of this activity the students should be able to present pictorially the major characteristics of machine-operated city government.*

2. **To illustrate the character and philosophy of Fiorello La Guardia**, have the students read “La Guardia Attacks the Machine,” on pages 279 through 283 in the text. Then have a group of students prepare a notebook. It should include essays, drawings, and pictures related to the life of the “Little Flower.” The students can gather material from the text, encyclopedias, and any other available resource materials (see Bibliography). When the notebook is completed, the committee should present and explain it to the rest of the class, relating as much as they can about La Guardia’s early life and the development of his political views.  
*As a result of this activity students should be able to state at least one way in which events in La Guardia’s life contributed to his political philosophy.*
3. **To understand differences in attitude about what a good city government does**, the students should review “The Machine and Mayor Walker,” on page 280 in the text. They should also read Booklet 24, *La Guardia Fights the Machine*, in the SSSK. Then select two students to take the roles of Mayor Jimmy Walker and Fiorello La Guardia. Using information from the text, the SSSK, and encyclopedias, each should prepare statements on what he considers good city government. Each should refer to Tammany Hall—Walker defending and La Guardia deriding it. Both should refer to political parties and their feeling about them (for example, La Guardia’s statement, “. . . as to my choice between loyalty to my country and loyalty to my party, I am for loyalty to my country first”). Both should present specific things that they think city government, and

particularly the mayor, should do. When the two have finished, the rest of the class, acting as reporters, should question them about their beliefs. When this is completed, each student should prepare a newspaper editorial or a political cartoon supporting either Walker or La Guardia.  
*As a result of this activity the students should be able to state the differences in the views of Jimmy Walker and Fiorello La Guardia.*

4. **To understand the workings of city government more clearly**, the students should invite a city councilman to address the class. The letter to the councilman (or other city official) should state that the class is studying city government, the political machine, and Fiorello La Guardia, and would like to know more about the history, philosophy, and goals of their local government. The following questions might be asked of the city official after his remarks:
  - Has our city ever been run by a machine?
  - What services does our city government supply?
  - How is our mayor (or city manager) chosen?
  - What jobs do our precinct captains and ward leaders do?*As a result of this activity students should be able to list several functions of their local government.*
5. **To show the difference between machine-run governments and others**, lead the class in this activity. Write the headings “Tammany’s Way” and “La Guardia’s Way” on the chalkboard. Then, on separate 3×5 cards, write the following:
  - Dough Day
  - The boss makes all the important decisions.
  - The mayor is picked by the boss.
  - The voter casts his ballot for whomever the precinct captain wants.
  - Political leaders work for themselves.
  - Political leaders work for the people.

- The people choose the mayor.
- The voter casts his ballot for any candidate he wants.

Have the students select cards from a bowl. Each student should read his card aloud to the class and then place it on the board with tape under the correct heading.

*As a result of this activity students should be able to give several examples of the way Tammany government differed from La Guardia's government.*

- 6. To demonstrate the fact that the political machine is a complex hierarchical structure based in part on a division of political labor,** have the students complete exercise 20-A in their Problems Book.
- 7. To illustrate the fact that "municipal government is city housekeeping,"** divide the students into two groups to conduct the following activities:

*Group 1* should study the local newspaper over a week's period, clipping any article or picture that shows the city government engaged in "housekeeping" activities. These activities might include such things as street maintenance, restoration of historical buildings, housing improvements, building public works. Articles and pictures should be taped together on a large piece of poster paper.

*Group 2* should draw, or cut from magazines, pictures illustrating housekeeping in the home. They should then assemble these illustrations on another large piece of poster paper.

The completed posters can then be placed side by side on a bulletin board under the heading "Municipal Government Is City Housekeeping."

*As a result of this activity the students should be able to give examples of both families and city governments involved in "housekeeping" activities.*

- 8. To illustrate the fact that the way a city government spends its money depends upon the value judgments it makes concerning its priorities,** have the students complete exercise 20-B in their Problems Book.

**To summarize this chapter on Fiorello La Guardia's fight against the machine,** have the students turn to page 283 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. What is a political machine? (*A political machine is a group of people who control votes by giving or promising special favors to the voters.*)
2. Why did immigrants support political machines? (*Because the machines had helped them when they were new arrivals and unfamiliar with this country*)
3. What were some of the things the Tammany machine did to get votes? (*Tammany gave food and clothing to immigrants. It sometimes made direct cash payments to people for voting as it wished. It sometimes used beatings or other forms of force to keep people from voting for the opposition.*)
4. What were some of the wrongs done by members of the Tammany machine? (*Dishonesty and greed were prevalent; judges and policemen took bribes; gangsters and other criminals were not punished if they had friends in Tammany Hall.*)
5. What promises did La Guardia make to get the votes of the poor? (*He promised to extend the city's health services, increase the number of playgrounds, give free legal aid to those who needed it, undertake slum clearance, provide food and clothing to the needy—in short, to replace the gifts of the machine with public service.*)
6. Why was La Guardia called a "reform" candidate (*Because he wanted to clean up the Tammany corruption*)



## CHAPTER 21: Martin Luther King and the Bus Boycott

*Theme:* Dr. King and the blacks of Montgomery tested the social system. They tested the belief that the United States Constitution is the supreme law of the land, which must be obeyed even if it goes against the customs of a region.

### ACTIVITIES

#### Student Text

*A Tired Lady Rebels* pp. 285-286 pp. 200-201/1  
*Reverend King Leads a Revolution* pp. 286-289 p. 201/2  
*Test Yourself - answers* p. 289 p. 202/Summary

#### Problems Book

*A Nonviolent Protest* p. 49 p. 202/5

#### SSSK

*How to Act on the Buses* Booklet 25 pp. 201-202/4

#### Teacher's Resource Guide

Sociodrama: See 1: *Student Text*  
Research: Dr. Martin Luther King, Jr. p. 201/3

## CHAPTER 21

### Statement to the Teacher

The emphasis of this episode is political-legal. Through their study of this chapter your students will become acquainted with one of the most effective methods for social change, nonviolent protest.

You should introduce this material in a historical context. Have your students review the information in Chapter 14. You may find it helpful to review the material in Chapters 13 and 14. Your students should have some knowledge of the history of blacks in this country before they begin their study of Dr. King.

As your students progress through this chapter, emphasize how Dr. King and the black people of Montgomery achieved political power through peaceful means. Don't spend too much time on the details of the bus boycott. Rather, concentrate on the larger issue—the importance of community organization and commitment to an idea to reach a political goal.

You should also point out how the success of the Montgomery bus boycott challenged the Southern way of life and became the impetus for the civil rights struggle of the 1960s.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , “A Tired Lady Rebels” . . . . .	<b>1</b>
2.	<b>Text</b> , “Reverend King Leads a Revolution” . . . . .	<b>2</b>
3.	<b>PB</b> , “Nonviolent Protest” . . . . .	<b>5</b>
	<b>TRG</b> , research . . . . .	<b>3</b>
4.	<b>SSSK</b> , “How to Act on the Buses” . . . . .	<b>4</b>
5.	<b>Text</b> , “Test Yourself” . . . . .	<b>Summary</b>

### Vocabulary

appeal the decision	nonviolent protest
boycott	passive resistance
civil disobedience	segregated
disband	segregation code
Fourteenth Amendment	“shank's mare”
Ku Klux Klan	subside
Montgomery Improvement Association	

### Bibliography

#### FOR THE CHILDREN

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- Bullock, Henry M., and Peterson, Edward, C., eds. *Young Readers Bible*. Nashville, Tenn.: Abingdon Press.
- Clayton, Edward Taylor. *Martin Luther King: The Peaceful Warrior*. New York: Prentice-Hall. A simple account of the life and achievements of Martin Luther King. (Words and music of “We Shall Overcome” included.)
- Daugherty, James, comp. *Henry David Thoreau: A Man for Our Time*. New York: Viking Press. Various selections have been chosen to bring out Thoreau's views on individual liberty, civil disobedience, and respect for the individual.
- Harrison, Deloris, ed. *We Shall Live in Peace: The Teachings of Martin Luther King Jr.* New York: Hawthorn. Dr. King's writings with brief commentary.
- Kyle, Calvin. *Gandhi: Soldier of Nonviolence*. New York: Grosset & Dunlap. The effect of Gandhi's life and teachings on India and the world today.

McKee, Don. *Martin Luther King, Jr.* New York: Putnam. A biography of Martin Luther King, Jr. King and his struggle for civil rights.

Norman, Charles. *To a Different Drum: The Story of Henry David Thoreau.* New York: Harper & Row. About the kind of man Thoreau was: his role as a philosopher, poet, teacher, and staunch abolitionist.

Osborne, Charles, ed. *I Have a Dream.* New York: Time-Life. King as the leader of the civil rights movement from the 1950s until his death.

Schechter, Betty. *The Peaceable Revolution: The Story of Non-violent Resistance.* Boston: Houghton Mifflin. The work achieved by Martin Luther King, the Montgomery sit-ins, and the freedom rides are shown to be in the tradition of Thoreau and Gandhi.

#### FILMSTRIP

*Quest for Equality.* Series of 6, color. Encyclopaedia Britannica Educational Corp. Included are "W. E. B. DuBois," "Harlem in the Twenties," "Watts in the Sixties," "The March on Washington, 1963," "Martin Luther King, Jr.," and "Separate Is Unequal."

#### RECORD

*Martin Luther King, Jr.* Record or cassette. McGraw-Hill Films. Emphasis on King's philosophy of nonviolence, direct action, and civil disobedience.

### ACTIVITIES

**Theme:** Dr. King and the blacks of Montgomery tested the social system. They tested the belief that the United States Constitution is the supreme law of the land, which must be obeyed even if it goes against the customs of a region.

1. To understand the events of Thursday, December 1, 1955, have the students read "A Tired Lady Rebels," on pages

285 through 286 in the text. Then have them perform a sociodrama. The following roles should be assigned:

- Rosa Parks
- Bus driver
- Policeman
- Mrs. E. D. Nixon
- Mr. E. D. Nixon
- Martin Luther King, Jr.
- Several white riders
- Several black riders

*Scene 1. Chairs should be arranged in twos to simulate a bus seating pattern. One chair should be placed in front for the driver. There should be a sign, WHITES ONLY in the front of the bus. There should be a line drawn to divide the white section from the back of the bus. At the beginning of the play there should be several empty seats. Rosa Parks gets on the bus, with her arms full, and pays her fare. She takes a seat in the first row of the black section.*

MRS. PARKS: I am so tired tonight. It has been a difficult day. I'm so glad there's a seat on the bus tonight.

BUS DRIVER (*collecting money from white passengers boarding the bus*): Let me have those front seats.

(*Three blacks get up, but Mrs. Parks stays seated.*)  
(*Mrs. Parks stays seated. White passengers turn around and stare. The bus driver without moving the bus turns in his seat. He is obviously angry.*)

Are you going to move from that seat?

MRS. PARKS: No.

(*A policeman is called, who arrests Mrs. Parks and forces her to leave the bus. Mrs. Parks does not resist.*)  
*Scene 2. The Nixon home.*

MRS. NIXON: (*Pause.*) Yes, this is Mrs. Nixon. Rosa Parks is in jail? (*Pause.*) Oh, dear, what happened? (*Pause.*) I'll tell Ed as soon as he comes home. Please don't worry—

everything will be taken care of soon.

(Mrs. Nixon hangs up and sits down, shaking her head.)

MRS. NIXON: Poor Rosa, she is such a nice person. Why should such a horrible thing happen to her? When will this horrible thing end?

(Mr. Nixon enters.)

MRS. NIXON: Oh, dear. A horrible thing has happened. (They leave the room as she tells him about the call.)

Scene 3. The Nixon home.

MARTIN LUTHER KING:

I am so happy you have asked me to help. I think with Mrs. Park's support we can help all the black people here in Montgomery.

MR. NIXON: Yes, Dr. King, I agree and I think that the bus boycott is our real answer. This discrimination will not end until we do something to stand up for our rights! After all, we black people are the ones who support the bus company—not the whites, with their cars. On Monday, when Mrs. Parks is on trial, we can show our support of her action by not riding the bus.

MARTIN LUTHER KING:

Yes, let's encourage as many blacks as we can to help. We must show them how they will benefit too. The time is short and we have much to do.

*As a result of this activity the students should be able to identify Rosa Parks and tell why her action was important.*

2. **To understand what happened as a result of Rosa Parks's action**, the students can read "Reverend King Leads a Revolution," on pages 286 through 289 in the text. Then lead a class discussion by asking such questions as the following:

- Why were buses such an important means of transportation for the black residents of Montgomery?

- How did black people get to and from work without riding buses?
  - How did the bus boycott affect the bus company, the downtown stores, and the city of Montgomery?
  - How did many city officials and policemen attempt to end the boycott?
  - How did Martin Luther King respond to the interferences and the violence?
  - What were the results of the boycott?
  - Do you think a small group of people could have achieved results from a boycott?
  - Do you think the Montgomery bus boycott was a good method for achieving integrated buses? Why, or why not?
- As a result of this activity the students should be able to write a short essay describing the Montgomery bus boycott.*

3. **To help the students learn more about the Reverend Martin Luther King's life and more clearly understand his participation in the Montgomery boycott**, have a group of students prepare a brief report on his life. They should consult encyclopedias and other reference materials (see Bibliography) for necessary information. The report might be prepared in the form of a notebook, including pictures and student artwork.

*As a result of this activity the students should be able to write several paragraphs on the life of Martin Luther King.*

4. **To illustrate some of the ideas that contributed to the development of Martin Luther King's philosophy**, have three students use encyclopedias and other reference materials (see Bibliography) to research the following concepts:

- Brotherhood of all men, as taught by Jesus Christ
- Civil disobedience, as taught by Henry David Thoreau
- Passive resistance, as taught by Mohandas Gandhi

These students should present short oral reports on the meaning and practice of these concepts. Then have the students read the second selection, "How to Act on the Buses," in Booklet 25 in the SSSK. Next, place on the bulletin

board the headings "Love and Brotherhood," "Civil Disobedience," and "Passive Resistance." Then distribute 3×5 cards on which you have written facts or quotes that support one of the concepts on the bulletin board. Several quotes can be taken from the list of instructions in "How to Act on the Buses." Other facts or statements might include the following, some of which are adapted quotations from the writings of Thoreau and Gandhi:

- Rosa Parks broke a law that she felt was unjust.
- King urged the angry crowd to love their enemies.
- "Must the citizen resign his conscience to the lawmaker? Why has every man a conscience then? I think that we should be men first, and subjects afterward."
- "Nonviolence is not a cover for cowardice, but it is the supreme virtue of the brave. Exercise of nonviolence requires far greater bravery than that of swordsmanship."
- King tried to bring the blacks and whites together in a harmony of interests and understanding.
- "Unjust laws are worse than evil."
- Rosa Parks refused to pay her court fine.
- "Under a government which imprisons any man unjustly, the true place for a just man is also a prison."

Each student who receives a card should read the quote or statement aloud, decide which concept it most closely supports, and place the card under that concept on the bulletin board.

*As a result of this activity the students should be able to list and define the three major philosophies that constitute Dr. King's philosophy of nonviolent protest.*

- 5. To understand that the Montgomery bus boycott was successful largely because of the nonviolent means used by Dr. King and his followers,** the students can complete exercise 21-A in their Problems Book.

**To summarize this chapter on Martin Luther King and the bus boycott,** have the students turn to page 289 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. What is segregation? How were blacks and whites segregated in Montgomery? (*Segregation is the forced separation of different races. In Montgomery, black and white people lived in separate parts of town and went to separate schools, restaurants, and theaters, and rode in separate sections of public buses.*)
2. Why was Rosa Parks arrested? (*She refused to give up her seat on a bus to a white passenger.*)
3. What did Montgomery blacks do to protest Rosa Parks's arrest? How did this put pressure on the city? (*They boycotted the city's buses. This deprived the city of income from taxes paid by the bus company. It also caused downtown businesses to lose money, since blacks did not ride buses to go shopping.*)
4. How did Martin Luther King react to violence by whites? (*Martin Luther King told blacks to remain calm and peaceful and not to use violence.*)
5. Why was segregation illegal, according to the Supreme Court? (*The Supreme Court said that segregation violated the Fourteenth Amendment.*)





## CHAPTER 22: The Steel Crisis of 1962

*Theme:* President Kennedy tested the social system belief that what is good for business is good for the country.

### ACTIVITIES

#### Student Text

*The Importance of Steel* pp. 291-293 pp. 206-207/1  
*The Events of the Crisis* pp. 293-295 p. 207/2  
*Test Yourself - answers* p. 295 p. 211/Summary

#### Problems Book

*How Much Competition?* p. 50 p. 207/4

#### SSSK

*The Steel Crisis of 1962* Booklet 26 p. 207/3

#### Teacher's Resource Guide

Role play: See **1: Student Text**

Role play: See **3: SSSK**

Panel presentations: Some problems faced by the steel industry pp. 207-208/5

Role play: Press conference with representatives of the steel industry

pp. 208-209/6

Sociodrama: Demonstration of relation between productivity, wages, and prices

pp. 209-211/7

## CHAPTER 22

### Statement to the Teacher

The emphasis of this chapter is both economic and political. Before teaching it, it is advisable to review with your students the history of business in the United States as it is relevant to this episode. During the latter part of the nineteenth century, businesses had begun to take full advantage of scientific and technological developments. As a result, many grew to a size and importance undreamed of in the earlier years of corporate development. As corporations grew, their size and efficiency enabled the production of a tremendous array of mass-produced durable goods. Eventually, production of certain goods was concentrated in the hands of fewer and fewer corporations. As a result, large corporations came to enjoy great economic and political power.

Huge corporations often limited the freedom of people who were not organized into powerful groups. Concern arose over the power of such corporations to dictate the quantity of goods produced and their price. The American people began to demand some governmental control over big business and a series of legislative controls emerged. In the case of the steel crisis of 1962, the countervailing power came from the president of the United States.

Be careful that your students do not infer from their study of this chapter that big business deliberately conspired against the public and smaller business concerns. They should understand that many of the problems resulting from the dominant status of big business in the social system today are a natural result of advances in the fields of science and technology and the American commitment to the entrepreneurial system promoted by Alexander Hamilton.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "The Importance of Steel" .....	<b>1</b>
2.	<b>Text</b> , "The Events of the Crisis" .....	<b>2</b>
	<b>SSSK</b> , <i>The Steel Crisis of 1962</i> .....	<b>3</b>
3.	<b>TRG</b> , panel presentations .....	<b>5</b>
4.	<b>PB</b> , "How Much Competition?" .....	<b>4</b>
5.	<b>TRG</b> , role play .....	<b>6</b>
6.	<b>Text</b> , "Test Yourself" .....	<b>Summary</b>

### Vocabulary

competitor	monopoly
conference	oligopoly
contract	organization
Defense Department	profit
labor union	rostrum
management	wages

### Bibliography

#### FOR THE CHILDREN

Fisher, Douglas A. *Steel: From the Iron Age to the Space Age*. New York: Harper & Row.

#### MAGAZINES

- Business Week*. "Cash-Price Vise Squeezes Steel," Nov. 7, 1970, pp. 21–22.
- . "Countertrend in Steel Pricing," Oct. 10, 1970, p. 51.
- . "Pay Hike for Steel Workers," Aug. 8, 1970, p. 61.
- . "Steel Braces for Hedge-Buying," Dec. 26, 1970, pp. 18–19.

———. "Steelmen Wait Out Lackluster Year," May 30, 1970, p. 29.

———. "What Gave Steel Its Big New Life," Aug. 9, 1969, p. 21. *U.S. News and World Report*. "Sovereign Threats to a Basic Industry," Oct. 26, 1970, pp. 64–68.

## ACTIVITIES

**Theme:** President Kennedy tested the social system's belief that what is good for business is good for the country.

- To understand the relation between steel prices and the price of finished products made from steel,** the students should read "The Importance of Steel," on pages 291 through 293 in the text. Then have them play the following game: Select nine students to represent manufacturers of the products listed on the following price list, who use steel as their main raw material:

Price Sheet				
	Labor	Materials	Original Price of Product	New Price of Materials
dishwasher	\$65	\$65	\$150	\$80
dryer	\$65	\$65	\$150	\$80
typewriter	\$18	\$18	\$40	\$23
bicycle	\$9	\$9	\$20	\$12
motorcycle	\$135	\$135	\$300	\$165
automobile	\$1,350	\$1,350	\$3,000	\$1,650
metal desk	\$7	\$7	\$15	\$9
metal chair	\$9	\$9	\$20	\$12
refrigerator	\$225	\$225	\$500	\$275

Another student should be selected to play the role of the president of a large steel company. Divide the chalkboard into nine sections for the manufacturers to use for calculations.

Each producer should draw or cut out a picture of his product and tape it to the lower edge of his section of the chalkboard. Above his product the producer should write the original price of his product. Below each price the producer should figure his simplified price breakdown, using the following formula (see price sheet for actual figures): cost of materials + cost of labor = cost to produce; selling price – cost to produce = profit.

*Scene 1.* A student, playing a customer, explains that after paying all his bills he has \$40 per month left over. He browses among the products as each producer briefly describes the merits of his product. The customer announces that he will return to purchase one of the products with cash or on time payments of \$40 per month.

*Scene 2.* Another student, playing the role of a steel manufacturer, announces that he has decided to raise the price of steel and presents each producer with a new bill for the cost of steel (see price list). Each producer refigures his price breakdown to learn that his profit has decreased and that in some cases he is operating at a loss. He erases his old sales price and raises it so as to obtain the same profit as before. For example:

Sample Calculation, Bicycle

$\$9 \text{ (labor)} + \$9 \text{ (materials)} = \$18 \text{ (cost)}.$

$\$20 \text{ (price)} - \$18 \text{ (cost)} = \$2 \text{ (profit)}.$

Because of steel increase,  $\$9 \text{ (labor)} + \$12 \text{ (materials)} = \$21 \text{ (cost)}.$   $\$20 \text{ (price)} - \$21 \text{ (cost)} = \$1 \text{ (loss)}.$

Must increase price to \$23 so that

$\$23 \text{ (price)} - \$21 \text{ (cost)} = \$2 \text{ (original profit)}.$

*Scene 3.* The consumer now returns, \$40 in hand, only to discover that all the prices have risen. He expresses dismay that he is asked to pay more for the same products while his own income has remained constant. Each producer explains his price raise to the customer, who finally stomps away without making a purchase.

After the completion of this presentation ask the students to consider the following questions:

- Why might a steel company have to raise its prices?
- If steel companies raise their prices, what must manufacturers do to maintain their profit margins?
- How may an increase in the price of a product affect the sale of the product?
- What would have happened if the manufacturers in the game had not raised their prices? (*Some would have received lower profits; some would have suffered losses.*)
- How is the consumer affected by the sensitive relation between steel and its finished products?

*As a result of this activity the students should be able to explain the cause-and-effect relation between the price of steel and the price of its finished products.*

- 2. To understand some of the reasons behind U.S. Steel's action and President Kennedy's reaction,** the students should read "The Events of the Crisis," on pages 293 through 295 in the text. Then lead a class discussion by asking such questions as the following:

- Why did union leaders feel that workers should get a large raise?
- Why did Kennedy and his advisers recommend a smaller wage increase demand?
- How did Kennedy react to the steel price increase?
- Why did the failure of the rest of the steel companies to raise their prices cause U.S. Steel and Bethlehem Steel to back down?

*As a result of this activity the students should be able to explain why the steel price increase was unsuccessful.*

- 3. To understand the difference in the points of view of U.S. Steel and President Kennedy,** the students should read Booklet 26, *The Steel Crisis of 1962*, in the SSSK. Then conduct the following role-playing activity: Assign one student to play an officer of U.S. Steel. Another student should be assigned the role of President Kennedy. When the two have familiarized themselves with the information in the SSSK, they should call a press conference and present their views.

(This can be done orally in front of the class or on tape.) A third student should play a TV commentator and interview each after the statement is made. When the press conference is completed, the commentator should lead a discussion with the class about the actions taken by U.S. Steel and Kennedy. *As a result of this activity the students should be able to list the differences in the points of view of the company and President Kennedy and state which one they agree with more.*

- 4. To understand the fact that competition protects consumers by preventing industries from raising their prices too high,** the students can complete exercise 22-A in their Problems Book.

- 5. To illustrate some of the problems the steel industry faces,** select two groups of students for panel presentations. The first group should research the importation of steel products; the second group should research the use of steel substitutes.

*Group 1* should use the following chart to report on the trend shown by U.S. steel imports between 1959 and 1968.

Imports of Selected Steel Products (Percentage of Total Consumption in U.S.)			
Products	1959	1961	1968
wire rods			
structural piling			
plates			
reinforcing bars			
tool steel			
pipe and tubing			
wire—drawn			
wire—nails and staples			
wire—barbed			
wire—woven into fence			
sheets and strips			
average (all steel products)			



This group should then discuss the following questions:

- What was the trend of steel imports between 1959 and 1968?
- What do you think could have been the reason that the importation of foreign steel products increased?
- How do you think the importation of steel affects U.S. steel mills?
- How do you think the importation of steel affects the workers at U.S. steel mills?
- How do you think the importation of steel affects American consumers?

Group 2 should use the following chart to report on the trend shown by price changes in steel and steel substitutes.

Price Increases in Steel and Steel Substitutes (Between 1947 and 1967)	
Material	Price Increase
steel mill products	119.9%
cement	70.0%
glass, flat	52.4%
plastic materials	5.5%
aluminum	75.6%

This group should discuss the following questions:

- Which of the products had the greatest price increase in the period shown?
- Can you think of any reasons why the price of the steel products increased more than the prices of the substitutes? (*Steel producers were not as efficient as the other manufacturers. Operators of steel mills had greater power to set prices for their products than the other manufacturers.*)

- Can you think of any areas in which cement, glass, plastics, and aluminum compete with steel products?

Then lead a class discussion designed to bring out the fact that when the price of a commodity produced in the United States rises, consumers tend to buy more of that commodity from foreign sources or to buy substitute domestic commodities.

*As a result of this activity the students should be able to understand some of the many forces that affect the profitability of a business.*

6. To present several of the problems confronting the steel-producing industry, ask the students to role-play a press conference in which the steel industry is presenting its position in regard to increases in the price of steel. Select students to play the following roles:

- Three newsmen
- Chairman of the board of a major steel company
- Labor negotiator for a major steel company
- Company buyer for a major steel company
- Steel salesman
- Public relations man for a major steel company

Tell the participating students to research their respective positions by using the text, the SSSK readings, and library copies of *Business Week* (see Bibliography for specific suggested articles). After the students have completed their research, begin the press conference by explaining that this conference is an attempt to present coverage of the steel industry's views of their problems and reasons for raising steel prices. Then open the floor for questions from the newsmen. These questions could include the following:

- Why did you feel that a price rise was justified?
- What labor problems do you have?
- How does importation of steel affect your industry?
- Are there substitute products that compete with steel?
- How does pollution-control legislation affect your industry?

The representatives of the steel industry should use evidence gleaned from their research to support the steel companies' action. If they have difficulty obtaining sufficient research data, you might make the following summary information available to the appropriate participants:

*Chairman of the board*

- Steel is caught in a cost/price rise. Because of soaring costs, prices must be raised if a profit is to be earned.
- Steel is only thirty-ninth among the top forty-one industries in terms of return on investment.

*Labor negotiator*

- Labor costs are soaring, increasing at a greater rate than profits.
- Labor problems are common. Contract negotiations every two years lead to threats of strikes. Strikes in industries that use steel decrease orders for steel (a General Motors strike cost the steel industry \$504 million in lost business).

*Company buyer*

- Rising cost of the materials used to produce steel. Some products have doubled in price, while other products are at record high.
- \$50 billion required for initial investment to begin steel-producing company. Improvements cost billions more.

*Steel salesman*

- Competition from foreign steel imports is eating into American steel markets. Imports of steel exceed exports of steel. Foreign steel is cheaper because of cheaper labor costs (Japan's labor costs are one-fourth, and Europe's one-half, as much as domestic labor costs).
- U.S. government does not protect steel industry by limiting foreign imports, nor does it crack down on "dumping" (in which foreign countries sell steel to U.S. companies at cheaper rates than those at which it is sold in the foreign country).
- U.S. government does not subsidize steel industry as many foreign governments do.

- Steel industry faces competition from steel substitutes such as cement, glass, aluminum, and plastic, which are cheaper to produce.

*Public relations man*

- High cost of pollution controls (U.S. Steel has already spent over \$1 billion in pollution control, will spend \$1 million per week for several years).
- Government modifies pollution standards, and new equipment must constantly be bought.
- Pollution control equipment is not deductible from tax payments as "capital improvements." It is an "operating expense," which is not eligible for tax write-offs.

*As a result of this activity the students should recognize the complexity of the problems that face the steel industry and affect its profitability.*

- 7. To understand the relation between productivity, wages, and prices,** the students can act out the following sociodrama: Select four students, each of whom should represent one of the following:

- All workers in the economic system
- All machine salesmen in the economic system
- All businessmen in the economic system
- All consumers in the economic system

Select an additional student to be the recorder for the activity. To prepare for the activity, instruct the recorder to make an instruction card for each of the four players by copying the following information:

Worker	Round 1 : Receives \$3 for labor Round 2 : Receives \$4 for labor Round 3 : Receives \$5 for labor
Machine Salesman	Round 1 : Receives \$5 for old machine Round 2 : Receives \$5 for old machine Round 3 : Receives \$6 for new machine
Consumer	Round 1 : Pays \$10 for 2 products Round 2 : Pays \$12 for 2 products Round 3 : Pays \$15 for 3 products

Businessman      Round 1: Pays \$3 for labor  
                          Pays \$5 for old machine  
                          Round 2: Pays \$4 for labor  
                          Pays \$5 for old machine  
                          Round 3: Pays \$5 for labor  
                          Pays \$6 for new machine

While the recorder is making the instruction cards, ask other students to prepare the following:

- Box labeled "Old Machine"
- Box labeled "New Machine"
- 3 boxes, each labeled "Consumer Product"
- Sign reading "Labor Market"
- Sign reading "Machine Market"
- Sign reading "Business Offices"
- Sign reading "Retail Market"
- 3 signs, each reading "The price is \$5."
- 2 signs, each reading "The price is \$6."

Then set the stage for the drama. Place two desks on the left-hand side of the room. Label one desk with the "Labor Market" sign and the other with the "Machine Market" sign. Place one desk in the middle of the room and label it with the "Business Offices" sign. Place one desk on the right-hand side of the room and label it with the "Retail Market" sign. Tell the students that a retail market is the place where goods and services are sold to the consumer. Place the three boxes labeled "Consumer Product" under the desk labeled "Business Offices." Then tell the recorder that he is to record on the chalkboard the number of each round as it is played. During each round he should record the labor cost, the cost of materials (machine), the cost of each product, the total amount paid for products, and the profit made by the businessman. There will be three rounds.

*Round 1.* The businessman goes to the laborer and hires him, on credit, for \$3. He then buys a machine labeled "Old Machine" from the machine salesman, on credit, for \$5. The laborer then takes two of the boxes labeled "Consumer Products" from under the desk labeled "Busi-

ness Offices" and places them on the desk labeled "Retail Market." (Tell the students that this represents the production of the two products.) The businessman hangs a sign on each product that reads "The price is \$5." The consumer comes to the retail market and buys the two products from the businessman for \$5 apiece. The businessman takes the \$10 and pays the laborer \$3 and the machine salesman \$5. The recorder records the information on the chalkboard. The products and the machine are returned to their original position and the laborer goes back to the labor market.

*Round 2.* The businessman goes to the laborer and attempts to hire him, on credit, for \$3. The laborer demands a \$1 wage increase. The businessman agrees. He then goes to the machine salesman and buys the machine labeled "Old Machine" for \$5. The laborer repeats his production of goods as in round 1. This time the businessman hangs a sign reading "The price is \$6" on each product. The consumer buys the two products for a total of \$12. The businessman pays his debts—\$4 to the laborer and \$5 to the machine salesman. The recorder records the information and the product, machine, and laborer are again returned to their original positions.

*Round 3.* The businessman goes to the laborer and attempts to hire him, on credit, for \$4. The laborer demands another \$1 wage increase. The businessman agrees and then goes to the machine salesman, who tells him a new machine has been invented that can produce more goods in the same amount of time. He buys the machine, labeled "New Machine," for \$6. The laborer takes three boxes labeled "Consumer Products" and places them on the desk labeled "Retail Market." This time the businessman hangs a sign reading "The price is \$5" on each product. The consumer buys the three products for a total of \$15. The businessman pays his debts—\$5 to the laborer and \$6 to the machine salesman. The recorder records the information.

Then lead a class discussion by asking the following questions:

- In round 2, why did the businessman increase his prices?
- How much was the businessman's profit in round 1? in round 2? in round 3?
- How was the new machine different from the old?
- Why didn't the businessman raise his prices in round 3?
- How does this sociodrama relate to the U.S. Steel crisis in 1962? (*U.S. Steel said it was forced to increase prices because increasing productivity could not offset even a small wage increase.*) In which round was this problem depicted? (*Round 2—if the producer had not raised prices, he would have received only half as much profit as he had in round 1.*)

*As a result of this activity the students should be able to state in their own words how wages and machines (capital goods) affect the price of a product.*

**To summarize this chapter on the steel crisis of 1962,** have the students turn to page 295 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. What is an oligopoly? Why did an oligopoly develop in the steel industry? (*An oligopoly is a market situation in which only a few companies control most of the production. Between them, these companies can set the price of the product.*

*The steel industry became an oligopoly because only a very big, rich company could afford to build the factories, buy the giant machines, and pay the many workers needed to produce steel.*)

2. In what ways could a rise in steel prices be harmful? (*A rise in steel prices could be unfair to small businessmen who use steel products; it could start a race between higher profits and higher wages; it could hurt millions of people who are not in unions and who have to pay higher prices for goods while their wages remain the same.*)
3. Union leaders believed the steel industry could raise wages without raising prices. Why? (*Union leaders said that the steel companies had increased profits by using better machinery.*)
4. Why was President Kennedy angry when U.S. Steel raised its prices? (*Because he thought a price rise would harm the country and had asked the steel companies not to raise their prices. He also felt that because the union leaders had compromised their demands for higher wages, the steel companies should have held prices down.*)
5. How did Kennedy force U.S. Steel to back down? (*He asked the Justice Department to investigate the steel industry for illegal secret price arrangements; the Defense Department announced that it would buy steel only from companies that had not raised prices; his advisers talked personally with steel executives.*)



## CHAPTER 23: Blacks Challenge the Social System

*Theme:* The struggle for black power tested the social system. It tested the belief that all men are created equal and have certain rights that cannot be taken away.

### ACTIVITIES

#### Student Text

*Slavery and Segregation* p. 297 pp. 214-215/1  
*New Leaders and New Ways* pp. 298-300 p. 217/8  
*A New Image* pp. 302-304 p. 217/10  
*Test Yourself - answers* p. 304 p. 218/Summary

#### Problems Book

*Workers Toward Equality* p. 51 pp. 216-217/6

#### SSSK

*I Have a Dream* Booklet 27 p. 217/7  
*What Does Black Power Mean?* Booklet 27 p. 217/10

#### Teacher's Resource Guide

Experiment in discrimination: See 1: *Student Text*  
Panel discussion: Ku Klux Klan p. 215/2  
Reading: Selections by Harlem schoolchildren pp. 215-216/3  
Speaker: Prominent black citizen p. 216/4  
Research: Contributions of black men and women p. 216/5  
Discussion: Rules of the Black Panther party p. 217/9  
Research: African history and culture p. 218/11



## CHAPTER 23

### Statement to the Teacher

The emphasis of this chapter is cultural and sociological.

The material is best understood in the light of black history. For that reason, though it is not necessary that your students have studied Chapters 13, 14, and 21, it will be helpful for you to review these chapters before presenting this material. If all your students are black, activity 4 would be of doubtful effectiveness. A modification of the activity could be used in which a more in-depth analysis of the situation would be presented.

Emphasize that there is no *one* way that blacks today look at themselves or their role in society. Just as there is no single spokesman for all whites, neither is there one for all blacks.

Diversity is the key to understanding the black struggle for freedom and equality in America. Continuous dialogue is taking place. Both the Black Panthers and the NAACP are committed to the struggle—their means are different, but their major goal is the same: dignity for all black people.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , “Slavery and Segregation”	<b>1</b>
2.	<b>TRG</b> , reading	<b>3</b>
3.	<b>TRG</b> , guest speaker	<b>4</b>
	<b>TRG</b> , research	<b>5</b>
4.	<b>SSSK</b> , “I Have a Dream”	<b>7</b>
	<b>PB</b> , “Workers Toward Equality”	<b>6</b>
5.	<b>Text</b> , “New Leaders and New Ways”	<b>8</b>
	<b>TRG</b> , discussion	<b>9</b>

	<b>Text</b> , “A New Image”	<b>10</b>
	<b>SSSK</b> , “What Does Black Power Mean?”	<b>10</b>
6.	<b>TRG</b> , research	<b>11</b>
7.	<b>Text</b> , “Test Yourself”	<b>Summary</b>

### Vocabulary

Black Muslims	integration
black nationalism	Ku Klux Klan
Black Panthers	nonviolence
black power	prejudice
civil rights	segregation
ghetto	soul

### Bibliography

#### FOR THE TEACHER

- Brown, H. Rap. *Die, Nigger, Die*. New York: Dial. Autobiography of the former SNCC chairman, his thoughts and philosophy.
- Cleaver, Eldridge. *Soul on Ice*. New York: McGraw-Hill. A black militant's insights into the racial problems of both blacks and whites.
- Lester, Julius. *Look Out Whitey, Black Power's Gon' Get Your Mama*. New York: Dial. A militant yet wry account of the growth of black power.

#### FOR THE CHILDREN

- Baker, Elizabeth. *Stronger than Hate*. Boston: Houghton Mifflin. Five black families set up a tent community in a white town.
- Erwin, Betty K. *Behind the Magic Line*. Boston: Little, Brown. A child with a vivid imagination lives in a western slum.

Halmi, Robert, and Kennedy, Ann. *Visit to a Chief's Son*. New York: Holt, Rinehart & Winston. A ten-year-old American boy visits a Masai tribe in this true story.

Harris, Janet. *The Long Freedom Road: The Civil Rights Story*. New York: McGraw-Hill. An account of the civil rights movement concentrating on the present.

Harris, Marilyn. *The Peppersalt Land*. New York: Scholastic Book Services. Two girls of different races grow up together in the same household in a Georgian community. They learn what racial prejudice can do to people.

Jackson, Jesse. *Call Me Charley*. New York: Harper & Row. About Charley, the only black child living in a suburban community. Story deals with his many problems and how he solves them.

Lindgren, Astrid. *Sia Lives on Kilimanjaro*. New York: Macmillan. About a small African girl who runs away to see the king of her tribe.

Maddock, Reginald. *Danny Rowley*. Boston: Little, Brown. Danny's mother remarries and he finds he must learn to cope with his prejudice toward his black neighbors.

Marshall, Catherine. *Julie's Heritage*. New York: McKay. About the adjustment that Julie, a black girl, must make to a white community.

Martinez, John. *Harlem Summer*. New York: Putnam. About a summer a sixteen-year-old boy from Alabama spends in Harlem.

Rodman, Bella. *Lions in the Way*. Chicago: Follett. What happens to eight black students in Tennessee when they enroll in a previously all-white school.

Walden, Amelia. *Basketball Girl of the Year*. New York: McGraw-Hill. A street gang becomes a team made up of all different races.

Young, Margaret B. *Black American Leaders*. New York: Watts. A collection of concise biographies of black American leaders in the fields of civil rights, government, and politics.

## FILMS

*Bishop Turner: Black Nationalist*. 9 min., color. Encyclopaedia Britannica Educational Corp. History of black nationalism in America traced through the life of this black leader.

*The Blue Dashiki: Jeffrey and His City Neighbors*. 14 min., color and b&w. Encyclopaedia Britannica Educational Corp. The Afro-American culture is stressed in this film about a black boy who wants to earn money for a dashiki.

*From the Inside Out*. 24 min., b&w. McGraw-Hill Films. About the life of black teen-agers on the streets of a California town.

*The Peoples of Africa*. 16 min., color. McGraw-Hill Films. About the many nations and cultures of Africa.

## FILMSTRIP

*Leading American Negroes*. Series of 6, color, 3 records or 3 cassettes. Biographies of outstanding Negroes and their contributions to American life: George Washington Carver, Mary McLeod Bethune, Benjamin Banneker, Robert Smalls, Frederick Douglass, and Harriet Tubman.

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## ACTIVITIES

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**Theme:** The struggle for black power tested the social system. It tested the belief that all men are created equal and have certain rights that cannot be taken away.

1. **To understand some of the psychological effects of segregation**, the students should read "Slavery and Segregation," on page 297 in the text. Then conduct the following experiment. Announce that for two days the class will be "segregated." All students who have last names starting with the letters *A* through *L* will be discriminated against for the first day. All students who have last names starting with the letters *M* through *Z* will be discriminated against the second day. Initiate certain rules that the discriminated-against stu-

dents must follow for the period of segregation. The following measures are suggested.

- They must sit in the back of the room.
- They must enter the room only after all the other students have entered. They can leave only after all other students have left.
- They must sit together in the lunchroom. As “inferiors,” they are forbidden to associate with other students.
- They may only have half a recess. The other half must be spent studying. (As “inferiors,” they need to work harder to learn.)

You can provide the subtler forms of discrimination by ignoring the raised hands of the “inferior” students, expecting stricter obedience from them, and so on. At the end of the two days of segregation, lead a class discussion of the following questions:

- How did it feel to be treated as an inferior person?
- How would you react if the segregated classroom were to continue?
- What do you think it would be like to live your entire life under a similar kind of discrimination?

Remind the students that this kind of discriminatory behavior was practiced daily in many parts of the country for many years. Point out that despite the passage of federal and state laws banning many forms of discrimination, many people still practice more subtle forms—sometimes without being fully aware of the prejudice they feel. *As a result of this activity the students should be able to state some of the effects of segregation.*

- 2. To understand more clearly some reasons for the deep division between whites and blacks,** students can participate in a panel discussion on the Ku Klux Klan. One student should study and report on its history; another on its methods and purposes; a third on the Klan today and why it still exists. After each of these reports, lead a discussion of the following questions:

- What is prejudice?
- Is the behavior of the Ku Klux Klan members prejudiced?
- Must a person be a member of a group like the Klan to be prejudiced?
- What are some everyday ways in which people show prejudice?

*As a result of this activity the students should be able to write a brief essay on the activities of the Klan and to express their opinion of them.*

- 3. To help your students understand that they share many of the same feelings and emotions as all other children,** read the following selections from the book *The Me Nobody Knows*. Explain that these selections were all written by schoolchildren in Harlem who had poor housing and were deprived of many advantages. Yet these students felt many of the same things that children anywhere else in the country feel.

Sometimes I feel as if somebody is always talking about me. I feel as if I weren't wanted. When I walk down the street, the kids are always yelling as they play. There are also some dogs.

*John W.*

Sometimes I feel as if everybody is looking at me, I walk a little faster, I go out of my way just so I won't see everyone. The little kids yell out: “The fat pig is going by” and everybody runs. When I get home my brother won't open the door because he says I can use my key.

*Gregory H.*

When I first get up in the morning I feel fresh and it seems like it would be a good day to me. But after I get in school, things change and they seem to turn into problems for me. And by the end of the day I don't even feel like I'm young. I feel tired.

*Victor Y.*

### BLACK

Black we die  
Black you cry  
Black I cry  
Does White they cry  
Cause Black we die?  
Why they kill me?  
What crime you and me?  
Oh, yes! Now I see.  
Black is our skin and  
We want to be free.  
Yes black we be  
That they can see  
Of you and me  
But what of the soul  
That yearns to be free?  
This they do not see in  
You or I  
But this is that  
This cannot die.

R. C.

### ALONE

When I go to bed I am alone. Sometimes I go to school alone. Sometimes I play by myself. On Saturday morning I look at t.v. and ate alone sometime. When I had a dog named Chase sometime I walk. Sometime at night I really walk. Very alone.

Ralph Kenon

*As a result of this activity the students should be able to write some of their own thoughts as the students did in the selections read.*

4. **To understand how blacks feel about their acceptance in your community**, invite a black member of a local civil rights group or a black teacher or other prominent black citizen to speak to the class. Have the students ask the speaker questions such as the following:

- Do you think most blacks in our community feel that they are treated equally?
- Is it more difficult to find good housing here because you are black?
- Are many blacks unemployed? Why?
- Are black children receiving the same education as white children?

*As a result of this activity the students may be able to list some forms of discrimination in their community.*

5. **To understand some of the contributions of black men and women**, have each student use encyclopedias, magazines, and newspapers to write a short report on one of the following historical and contemporary figures:

- Frederick Douglass
- Nat Turner
- Booker T. Washington
- W. E. B. Du Bois
- George Washington Carver
- Dr. Ralph Bunche
- Langston Hughes
- Gwendolyn Brooks
- Congresswoman Shirley Chisholm
- Senator Edward Brooke
- Justice Thurgood Marshall
- Roy Wilkins
- Rev. Ralph Abernathy
- Bill Cosby
- Coretta King

Ask the students to look for photographs of these and other black leaders and display them on a bulletin board.

*As a result of this activity the students should be able to name several prominent black Americans and describe their efforts to improve our society.*

6. **To illustrate the fact that the Negro struggle for equality and respect have been aided by many people and in many differ-**

ent ways throughout our history, have the students complete exercise 23-A in their Problems Book.

7. **To formulate a basic understanding of the civil rights movement as it was led by Martin Luther King, Jr.,** the students can read the second selection, "I Have a Dream," in Booklet 27 in the SSSK. Then assign a committee to research the historical development of the movement. These students should design a time line that displays significant events accompanied by brief descriptions. Pictures can be included in the display. Assign a second committee to investigate and report on the tactics used by the civil rights movement to reach its goals of equality for all. Members of this committee should enact and explain some of the various strategies such as boycotts, sit-ins, marches, voter registration drives, freedom rides, and demonstrations such as the mass gathering known as Resurrection City in Washington in 1968.

*As a result of this activity the students should be able to describe the history, methods, and goals of the civil rights movement.*

8. **To understand the movement toward a more militant stance in the fight to obtain equal rights,** the students can read "New Leaders and New Ways," on pages 298 through 300 in the text. Then lead a class discussion by asking such questions as the following:

- Why did many black people feel that a new approach was needed in the struggle for equal rights?
- How did Elijah Muhammed's views and goals differ from Martin Luther King's?
- What is "black nationalism"?
- What are some of the community projects run by the Black Panthers?

*As a result of this activity the students should be able to explain how and why much of the emphasis of the civil rights movement became more militant.*

9. **To show part of the code of behavior of the Black Panther party,** write the following statements, taken from the rules of the party, on the board:

- Speak politely.
- Pay fairly for what you buy.
- Return everything you borrow.
- Pay for anything you damage.
- Do not hit or swear at people.
- Do not damage property or crops of the poor, oppressed masses.

Then lead a class discussion of the meaning of these rules. Ask students how they feel about each statement. Then ask, "Do you believe these are good rules for everyone?" Have individual students pick one of the Panther rules for behavior and portray it pictorially. (Classroom art materials should be used.) The best pictures should be displayed.

*As a result of this activity the students should be able to state in their own words some of the rules of the Black Panther party.*

10. **To illustrate the point of view held by many black leaders today,** have the students read "A New Image," on pages 302 through 304 in the text. They can also read the first selection, "What Does Black Power Mean?," in Booklet 27 in the SSSK. Then lead a class discussion by asking such questions as the following:

- Why did "black power" come to be a slogan in the blacks' struggle for freedom and equality?
- Why has it been difficult for black people to establish a strong black culture?
- What is the origin of much of the "soul" brotherhood in the black community?
- Do you think black pride is a dangerous or a promising development?

*As a result of this activity the students should be able to write short essays explaining their view of the current stress on black pride in the black community.*



11. To help the students understand the fact that the African people, brought to America as slaves, came from a continent rich in culture, select five students or groups of students to use encyclopedias and other reference materials to research the following topics and prepare oral reports:

- Aksum (or Axum)
- The Kingdom of Mali
- Zimbabwe
- Songhai
- Timbuktu

*As a result of this activity the students should have an idea of the diverse and advanced cultures that make up the heritage of black Americans, and should understand why studies of African history and culture support the statement "I'm black and I'm proud!"*

To summarize this chapter on the blacks' challenge to white supremacy, have the students turn to page 304 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. How did slavery and segregation make many blacks feel about themselves? (*As blacks were forced into an inferior*

*place in society, many blacks began to believe that they really were inferior.*)

2. How did Martin Luther King hope for blacks to gain equality? (*Through nonviolent demonstrations and marches and through legislation*)
3. Why, in the 1960s, did many blacks think that nonviolence was not working? (*Blacks still had poor housing and few good jobs; many whites were disobeying civil rights laws.*)
4. What black groups and leaders had militant beliefs? What groups and leaders supported nonviolence? (*Militant groups and leaders included the Black Muslims [Elijah Muhammed], SNCC [Stokely Carmichael], and CORE [Floyd McKissick]. Nonviolent groups and leaders included the Urban League [Whitney Young], NAACP [Roy Wilkins], and Martin Luther King.*)
5. How did some whites try to avoid giving blacks equality? (*Many whites tried to avoid complying with civil rights laws; they broke the laws, and white police often did not enforce them. Some whites used violence against blacks.*)
6. What does "black power" mean? (*"Black power" means the ability of blacks to protect and defend their own liberty. It also means the political power of black votes.*)



## UNIT FOUR: THE SOCIAL SYSTEM: PRESENT AND FUTURE

### Structure of the Unit

The present social system comprises the same subsystems, based on the same fundamental ideals, as it did 200 years ago, but it has grown and changed in many ways. Each subsystem—political, economic, cultural, and sociological—has evolved and changed in the overall process. The sum of these parts is the American way of life.

The following chapters describe the subsystems and how they have changed. The political subsystem, blessed with a strong base in the form of the U.S. Constitution, is far more complicated than our founding fathers might have dreamed. Yet it functions under the same basic structure that formed the political subsystem of 1788. The economic subsystem has grown considerably and has shifted from an economy based on independent farming to one based on manufacturing and services. Yet it has retained the keystone of free enterprise. The cultural subsystem has been altered with the growth of distinctly American art, literature, architecture, and music, and the development of mass-media communication. The commitment to education, stressed by the New England settlers, has remained a crucial part of the American belief in man's ability to improve himself. The sociological subsystem has changed in many ways since the birth of our nation. Class structure still exists, but much of the once lower class has become the middle class and the outcast class no longer exists. Minority groups, long excluded from benefits enjoyed by others in the sociological subsystem, have made significant strides toward equal opportunity. Women's roles and positions have expanded and continue to increase. Emphasis on many sociological precepts has shifted, yet the idea of the family as a fundamental institution is still adhered to by most Americans.

The last chapter in this unit deals with the social system of the future. This is a fascinating area for study, hypothesis, and prediction. The only thing we can be sure of is that our subsystems

will continue to evolve and that as long as the basic social system is able to adapt to the changes while maintaining its commitment to the principal ideals on which it is based, the American way of life will survive.

### Evaluating the Unit

**To review the text material for this unit,** have the students turn to page 405 in the text and answer the questions under the heading "What Did You Learn?" The questions and accompanying responses are as follows:

1. How has our democracy become more representative over the years? (*Amendments to the Constitution and new laws have given the right to vote to more and more people.*)
2. What is an interest group? (*Interest groups are made up of people who share common problems or goals. Interest groups may be formed because of common economic, political, social, or cultural goals.*) Give some examples of different kinds of interest groups. (*Some examples of different kinds of interest groups are CORE, Democratic and Republican clubs, and environmental protection groups.*)
3. In this unit you have studied the importance of the mass media. The text says that TV and other media have made the world a neighborhood. In your own words, explain what this means. (*Just as people in a small village or neighborhood are aware of what is going on around them, the mass media have made people aware of what is happening all over the world. In other words, the mass media have made the world a smaller place to live in.*)
4. Imagine that you had a fixed income of \$10,000 a year. Then answer the questions below.
  - a. Would your money be worth more or less in an inflation? (*The money would be worth less in an inflation.*) Why?

*(During an inflation, prices rise. This means that the money would buy fewer goods and services.)*

- b. Would your money be worth more or less in a depression? *(The money would be worth more in a depression.)*  
Why? *(During a depression prices drop. This means that the money would buy more goods and services.)*
5. What does the term *economic insecurity* mean? *(The term economic insecurity means that people are worried about what will happen to them if their income suddenly stops.)*  
What has the government done to solve this problem? *(The government has tried to solve the problem by creating the Social Security program which provides benefits to the unemployed, the aged, as well as the sick and disabled.)*
6. Explain what is meant by the statement "poverty produces poverty." *(The statement "poverty produces poverty" means that the children from poor families often stay poor.)*  
What are some reasons why this happens? *(This happens because children of poor people often do not have the opportunity to get a higher education. This prevents them from getting good-paying jobs. Poverty also makes people feel hopeless about their future.)*
7. In this unit you have read about the importance of education in our country. In your own words, answer the following questions.
- a. Why is education important to our economic system? *(As our economic system becomes more complex, jobs require people with more training and skills. Education also helps people to develop new goods and services.)*
- b. Why is education important to our political system? *(In a democracy citizens must make decisions. With more*

*education, people are capable of making better decisions. This helps to strengthen our political system.)*

8. Family life has changed in many ways during the past 200 years. Experts say that it will continue to change. What are some of the ways family life in the future may be different from family life today? *(With shorter working hours, families will have more time to spend together. Family members will probably have different roles. Men may share more in the housework and in the care of children. Women will probably do as much work outside the home as men. Young people will probably have more of a voice in politics, business, and in the kind of education they receive.)*  
In what ways do the United States and the Soviet Union help poor countries? *(The United States and the Soviet Union both give money, goods, and services to poor countries. They also provide them with information about the latest developments in science and technology.)* How will this aid also benefit the United States and the Soviet Union? *(As the economies of poor countries begin to develop, the United States and the Soviet Union will benefit. They will have new markets to sell their goods and services in. They may also be able to buy needed raw materials from these poor countries.)*
10. Why did the arts have little importance in the early days of our country? *(The arts had little importance in the early days of our country because people were busy finding ways to survive.)* Will the arts be more important or less important in the future? Why? *(The arts will probably become more important because people will have more leisure time.)*

# CHAPTER 24: How People Are Governed Now: The Political Subsystem

## COMPONENTS

### Student Text

Chapter Introduction  
p. 308 **pp. 225-226/1**

*Requirements for Democracy*  
pp. 309-316 **p. 227/3**

*Economic Goals*  
pp. 316-318 **p. 229/1**

*Foreign Policy*  
p. 319 **pp. 231-232/1**

*Taxation*  
pp. 319-321 **pp. 232-233/3**

*Bureaucracy, Credibility Gap*  
pp. 321-323 **p. 233/4**

*Test Yourself - answers*  
p. 323 **p. 233/Summary**

### Problems Book

*Requirements for a Democracy*  
p. 53 **p. 227/4**

*Why I Did Not Vote*  
p. 53 **p. 227/5**

*Which Editorial Gives More Information?*  
p. 54 **p. 228/9**

### SSSK

*How People Are Governed Now, Volume I*  
Booklet 28 **p. 231/5**

*How People Are Governed Now, Volume II*  
Booklet 29 **p. 232/2**

## MAJOR IDEAS

A. The political system of the United States is called a democracy—a government of the people, by the people, and for the people. A successful democracy requires voting rights, competition between candidates for office, voter participation, and free access to information.

B. Among the problems facing our political system today are conflicts over economic goals, an increasing crime rate, and a crisis in race relations.

C. The United States has developed into a nation of tremendous wealth and strength, a fact that leads to serious questions about national and international responsibilities and the use of power.

*Summary:* The U.S. Constitution, on which our political system is based, has provided the flexible strength necessary to maintain a viable representative democracy despite the complex problems found in meeting the needs and demands of a growing and diversified nation.



## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>System Orientation</b>			Organization of U.S. government department <b>p. 233/5</b>
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### LANGUAGE ARTS

<b>Creative Dramatics</b>			Role play: See <b>C-2: SSSK</b>
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### MISCELLANEOUS

<b>Community Resources</b>	Speaker: Member of local election commission <b>pp. 227-228/6</b>		
<b>Other</b>	<p>Experiment: Reactions to political symbols <b>pp. 226-227/2</b></p> <p>Identify characteristics according to major political party <b>p. 228/7</b></p> <p>Panel discussion: "Minorities Fight for Their Rights" <b>p. 228/8</b></p> <p>Excerpts about Drew Pearson's view of his role as columnist <b>pp. 228-229/10</b></p>	<p>Discussion: Political problems caused by conflicting economic goals <b>pp. 229-230/2</b></p> <p>Readings: Effect of crime on political system <b>pp. 230-231/4</b></p>	

## CHAPTER 24: How People Are Governed Now: The Political Subsystem

### Statement to the Teacher

The ink on the U.S. Constitution was hardly dry before the new political system was to face challenges. These resulted from advances in science and technology and changing values and beliefs.

As the United States grew in population, wealth, and strength, the government also grew to meet the needs of a changing nation. The major political parties that grew from the people's need to express their demands changed.

Even the concept of straight-ticket voting has given way to widespread support of independent voting. The development of sophisticated forms of communication such as radio and television has brought many of the operations of the political system into the living room of the average citizen. The rise in the use of mass media has resulted in a more aware and better-informed electorate.

The notion of who "the people" are also changed from the early days of the nation. Today, persons who own property and persons who do not, blacks, whites, women and men, 18-year-olds, the literate and the illiterate are all among those who possess the right to vote.

The expansion of our political society demands a greater political awareness of all people. It is very important that you help your students develop political responsibility and awareness. This is a slow process. Participation in a democratic society should start in the lower grades. Your students should be able to recognize their own values and what they expect from our political system. They should begin to learn how to participate in the political system as it exists today and how they would be able to translate their wants into public policy when they are of voting age.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>TRG</b> , experiment	<b>A-2</b>
2.	<b>Text</b> , Chapter Introduction	<b>A-1</b>
	<b>PB</b> , "Requirements for a Democracy"	<b>A-4</b>
3.	<b>Text</b> , "Requirements for Democracy"	<b>A-3</b>
4.	<b>PB</b> , "Why I Did Not Vote"	<b>A-5</b>
5.	<b>TRG</b> , panel discussion	<b>A-8</b>
	<b>PB</b> , "Which Editorial Gives More Information?"	<b>A-9</b>
6.	<b>Text</b> , "Economic Goals"	<b>B-1</b>
	<b>TRG</b> , discussion	<b>B-2</b>
7.	<b>TRG</b> , readings	<b>B-4</b>
8.	<b>Text</b> , "Foreign Policy"	<b>C-1</b>
	<b>SSSK</b> , <i>How People Are Governed Now, Vol. II</i>	<b>C-2</b>
9.	<b>Text</b> , "Taxation"	<b>C-3</b>
	<b>Text</b> , "Bureaucracy," "Credibility Gap"	<b>C-4</b>
10.	<b>Text</b> , "Test Yourself"	<b>Summary</b>

### Vocabulary

bureaucracy  
cold war  
credibility gap  
direct tax  
indirect tax  
lobby

lobbyist  
mass media  
pollsters  
registration  
residency  
ticket splitting

### Bibliography

#### FOR THE TEACHER

Acheson, Dean. *Private Thoughts on Public Affairs*. New York: Harcourt Brace Jovanovich.

- Brown, Stuart G. *First Republicans: Political Philosophy and Public Policy in the Party of Jefferson and Madison*. Syracuse, N.Y.: Syracuse Univ. Press.
- Chambers, William N. *Democrats, Seventeen Eighty-Nine to Nineteen Sixty-Four: A Short History of a Popular Party*. New York: Van Nostrand Reinhold.
- Cox, David. *How Does a Minority Group Achieve Power: A Case Study of the Black American*. New York: Wiley.

#### FOR THE CHILDREN

- Fortune Editors. *The Negro and the City*. New York: Time-Life. About the urban racial crisis with information on possible solutions to the desperate problem.
- Gordon, Dorothy. *You and Democracy*. New York: Dutton. An excellent book for clarifying children's thoughts on democracy.
- Klass, Morton, and Hellman, Hal. *Kinds of Mankind: An Introduction to Race and Racism*. Philadelphia: Lippincott.
- Lindop, Edmund. *First Book of Elections*. New York: Watts. Behind the scenes of elections.
- McCarthy, Agnes. *Let's Go to Vote*. New York: Putnam. Children learn about our electoral system.
- Miers, Earl S. *Freedom: The Story of Your Rights as an American*. New York: Grosset & Dunlap.
- Noar, Gertrude. *Teaching and Learning the Democratic Way*. Englewood Cliffs, N.J.: Prentice-Hall.
- Rosenfield, Bernard. *Let's Go to the F.B.I.* New York: Putnam. A trip to the F.B.I. to see how crime is fought.
- Scholastic Magazines. *What You Should Know about Democracy and Why*. New York: Scholastic Book Services. This book for upper-level readers traces the growth of democracy and the differences between democracy and totalitarianism.
- Smith, Kenneth H. *Taxes*. Minneapolis: Lerner. About the taxes we pay and what they are used for.
- Wagner, Ruth H. *Put Democracy to Work*. New York: Abelard-Schuman. About the rights and responsibilities of citizens living in a democracy.

#### FILMSTRIPS

- Civics Series*. Set of 4, 45 frames each, color. McGraw-Hill Films. This series is for upper-level students but will give the children an idea of the following: "The Young Citizen Looks at Politics," "Our President," "Why We Pay Taxes," and "How Our Laws Are Made."
- Fundamentals of Economics*. Color; set of 8 w/ 4 cassettes, set of 8 w/ 4 records. Eye Gate House. Included are filmstrips on economics, money, taxes, banks and banking, business organization, labor unions, credit buying, and population.
- What Makes Democracy Great?* Curriculum Materials Corp.

#### RECORDS AND CASSETTES

- America after the Cold War*. Album of 2 records or 2 cassettes. Society for Visual Education. Topics in the set are "The United Nation," "Civil Rights," "The Marshall Plan," "The Cold War," "The Korean War," "The Truman Years," "Nautilus," and "Black America Speaks."
- Issues in American Democracy*. Set of 2 records or 2 cassettes. Society for Visual Education. Covers such contemporary topics as freedom of the press as opposed to suppression of the news.

#### ACTIVITIES

**Major Idea A:** The political system of the United States is called a democracy—a government of the people, by the people, and for the people. A successful democracy requires voting rights, competition between candidates for office, voter participation, and free access to information.

- To illustrate the meaning of the term democracy**, have the students read the introduction to Chapter 24 on page 308 in the text. Then write, on 3 × 5 cards or slips of paper, characteristics of different types of governments. Put the cards in a box or basket. Next, place the headings

“Democratic” and “Undemocratic” on a bulletin board. Ask one student at a time to take a card, read the statement aloud, and announce the heading the statement refers to. If the class agrees with his choice, he should place the card under the appropriate heading. Suggested characteristics for use on the cards include the following:

- A government in which the people have the opportunity to choose their leader from two or more people
- A government that presents only one person as the candidate
- A government whose leader holds his position because he was born into a royal family
- A government that allows the voters to know about the candidates and their ideas
- A government that allows only a small group of people to vote in elections
- A government that holds no elections
- A government that forbids people to worship when and where they please
- A government that allows people to say and write what they wish
- A government in which the people are the source of power
- A government that arrests and jails people without a trial
- A government in which the leader has the power to ignore the wishes of the majority of the people

When the students have completed their classifications, stress the fact that a government is not democratic if it has only a few of the characteristics listed under “Democratic” on the bulletin board. Point out that it must possess all the characteristics—and more—if it is to be a government of, by, and for the people.

*As a result of this activity the students should be able to list several characteristics of a democracy.*

## 2. To illustrate the fact that people in a democracy differ in their political behavior, explain to the class that although

people within our society live under the same political system, they do not all feel the same way about it. Read aloud the following example:

John and Bill are both fifth-graders in the same town. John’s father is the mayor of the town. Both he and his wife are active politically. They belong to numerous political clubs and organizations. The entire family watches political debates and news analyses on television, and John’s parents subscribe to newsmagazines. Bill’s father is a factory worker. He is not interested in politics. He and his wife rarely discuss political issues at home. The family rarely watches news analyses or political debates on television shows and does not subscribe to newsmagazines.

Point out that although John and Bill live in the same society under the same political system, they learn different things about political life from their parents. Because no two individuals have exactly the same experiences, they do not behave politically in exactly the same way. Then inform the students that you are going to conduct an experiment to find out how they feel about different political symbols. Draw on the board the following three-point reaction scale:

Affirmative ———|——— No-feeling ———|——— Negative

Instruct the students to duplicate the scale on a sheet of their own paper. Then show them pictures of political symbols. Each student should indicate his reaction to the political symbols and symbols that represent political philosophies by writing the name of each symbol above the appropriate section of his scale. The following is a list of suggested symbols. You should be able to find pictures of them in magazines or books from the school library.

- United States flag
- Statue of Liberty
- Uncle Sam
- Donkey of the Democrats



- Elephant of the Republicans
- United States Capitol
- Declaration of Independence
- Eagle (seal of the United States)
- Swastika
- Dove of peace
- Hammer and sickle
- Star of David
- Peace symbol
- Raised clenched fist

When all the pictures have been shown, tabulate the responses on the board. Then lead a discussion of the following questions:

- Why do you think you responded the way you did?
- Do you think most other U.S. fifth-graders would have responded in the same way? Explain your answer.
- Can you think of any groups of people who might have responded quite differently?
- Why do all societies create political symbols and symbols of political philosophies?

*As a result of this activity the students should understand the importance of their own political background, that is, what they have learned about the political system from their parents and the media.*

- 3. To understand the basic requirements for the successful operation of a democracy,** the students can read "Requirements for Democracy," on pages 309 through 316 in the text. Then list the following requirements on the chalkboard or bulletin board:
  - Registration
  - Residency
  - Competition
  - Participation
  - Information

Next, pass out index cards on which you have written statements such as the following:

- Marie King moved to Toledo on Sunday and voted in the mayoral election the next Tuesday.
- Max Shiffner won the election for city councilman with only fourteen votes because no one ran against him.
- Herb Kowalski didn't know who to vote for because all he knew about the candidates was what they looked like on their campaign posters.
- Selma Middlehouse had a busy day last Tuesday; she voted at six different polling places for the candidate she supported for president.
- Sam Johnson didn't vote for governor because he overslept and then had to rush off to the office.

Ask each student to whom you have given a card to read the statement and then place his card under the requirement for a democracy that the card contradicts. Then lead a class discussion about why the requirements listed are necessary for the successful operation of a democracy.

*As a result of this activity the students should be able to write a short essay on one of the requirements, explaining why a democracy would be in trouble if that requirement were generally ignored.*

- 4. To demonstrate the fact that for a democracy to work successfully certain requirements such as the right to vote, competition of candidates, participation of the electorate, and free access to information are necessary,** have the students complete exercise 24-B in their Problems Book.
- 5. To understand that for a democracy to be successful, the people must participate by voting,** the students can complete exercise 24-A in their Problems Book.
- 6. To demonstrate the purpose and use of a ballot,** invite a member of the local election commission to speak to the students. Ask him to bring sample ballots or illustrations of a voting machine for local, county, state, and federal elections and explain the use of the ballots and voting ma-



chine to the class. (If a member is not available to speak, you can obtain some ballots from the local election commission and explain their use to the students.) You might ask the guest speaker to explain other salient points of the election process. Suggested topics include the following:

- Who works at the polls
- How poll workers are selected
- What poll workers do
- Why campaigning is not allowed at the polls
- Who counts the ballots
- How the results of the elections are tabulated

*As a result of this activity the students should be able to list the most important characteristics of a ballot.*

7. **To illustrate some historic differences between the Democratic and Republican parties**, place index cards, with historic characteristics of the two parties written on them, in a box or basket. On the chalkboard or bulletin board make two columns labeled “Democrat” and “Republican.” As each student draws a card, he should read it aloud, and identify it as a historic characteristic of either the Democratic or the Republican party. Point out that many characteristics once ascribed to a particular party are now attributed to both major parties, and that the students are to identify each characteristic in terms of which party it most strongly applied to historically. When the proper identification has been made, the card can be taped in the appropriate column on the board. Suggested characteristics include the following:

- Small role for government
- Large role for government
- Government should create jobs in times of depression
- People should work to help themselves
- Federal government should provide aid to local schools
- Government should strengthen the power of labor unions
- Government should offer aid to poor people

(Additional suggestions can be found in Chapter 7 of the text.)

*As a result of this activity the students should be able to list several historic characteristics of the two major political parties in the United States.*

8. **To understand why minorities in the political system feel they have to fight for rights**, the students can review “Forming Interest Groups” and “Interest Groups Change,” on pages 311–312 in the text. Then divide the class into two groups. The first group should review the chapter on Alice Paul and the second group should study or review the material on Martin Luther King, Jr., in Unit Three. Each group should then present a panel discussion entitled “Minorities Fight for Their Rights.” Members of the panels should discuss not only the material from the text but relevant information about events and actions since the time of the episode. Each group should discuss the following questions:

- Why did the minority feel it had to fight for its rights?
- What rights were being fought for?
- Is the group still struggling today? What progress has it made?

*As a result of this activity the students should be able to give an example of how minorities have had to fight for rights in the political system.*

9. **To illustrate the fact that for a democracy to be successful, it is necessary for the voters to receive adequate factual information about political candidates**, have the students complete exercise 24-C in their Problems Book.
10. **To point out the role of the syndicated columnist in the political system**, explain to the class that writers of many syndicated columns comment on political issues. Point out that the term *syndicated* means that local papers across the country can purchase the rights to reprint the columns. “Inside Report,” by Roland Evans and Robert Novak; “On the Rights” by William F. Buckley, Jr.; and “Washington Merry-Go-Round,” by Jack Anderson are three ex-

amples of well-known syndicated columns. Then read the following excerpts from Herbert Klurfeld's book, *Behind the Lines: The World of Drew Pearson*, which refer to Pearson's view of the role of a syndicated columnist:

"Write facts; don't go in for name-calling."

"Yet what is hidden from the public is usually what the public is most entitled to know about, and the job of a good newspaperman is to report."

"But likewise remember that there are scores of underpaid Government servants dedicated to the cause of good government whom the public never hears of. It is your job to encourage them. It is also your job to let the public know that these men are working for them."

"That though the world moves slowly towards its two great goals—peace and the brotherhood of man—it is your job when possible to help accelerate the pace."

Write these quotations on the bulletin board. Over the course of a week, have the students clip examples of syndicated columns from local newspapers. Each day choose an example to be read aloud to the class. The students should then decide if that particular article fulfills the criteria of Drew Pearson. (Make sure that you select examples that both praise *and* condemn public policies and officials.) The column might then be rated on a scale from one to ten and placed on a "Syndicated Column" bulletin board.

*As a result of this activity the students should be able to state the characteristics of a good syndicated column.*

**Major Idea B:** Among the problems facing our political system today are conflicts over economic goals, an increasing crime rate, and a crisis in race relations.

**1. To illustrate the fact that people disagree about the order of priorities among national economic goals,** have the stu-

dents read "Economic Goals," on pages 316 through 318 in the text. Then list such possible goals as the following on the chalkboard:

- Free medical care for everyone
- More economic help for the poor
- Free college education for everyone who desires it
- More secret weapons
- More medical research
- More money to fight pollution
- A larger defense force
- Research to develop more and better appliances
- More money to support the struggles of minority groups
- More space exploration
- Greater consumer protection

Ask each student to order these goals according to the importance he places on them in terms of his values, beliefs, and self-interest. Then take a survey to determine the different opinions held concerning priorities among national economic goals by your students.

*As a result of this activity the students should realize that people's ideas of the priorities among economic goals vary.*

**2. To illustrate why disagreements over national economic goals can create problems for the political system,** lead a class discussion by asking such questions as the following:

- Who decides how much money the federal government will spend in various areas? (*The U.S. Congress*)
- If a voter disapproves of an economic goal that is being pursued by the political system, what can he do? (*Urge his congressmen not to vote for the project*)
- Have you heard of many situations, such as the SST arguments, in which voters launched a major campaign to influence Congress to approve or disapprove an economic policy? (*Probably not*)
- Do you think economic goals and political goals are separate? (*No; they are closely intertwined.*)
- If a voter strongly disagrees with a national economic goal but it remains an economic goal, must he contribute

money to pursue that goal? (*Yes; if he pays federal income taxes, he supports the nation's economic goals financially.*)

- Do you think this nation would have a successful political system if each person who paid income taxes decided to which economic goals he would contribute?

*As a result of this activity the students should be able to write a short paper describing how conflicts over economic goals can cause problems for the political system.*

3. **To understand the problem of crime in the United States**, the students can read "Crime," on pages 318 and 319 in the text. Divide the class into five committees to present panel discussions on the various facets of the problems approach as it applies to crime.

*Committee 1* should report on the symptoms of the problem of crime. The students should define crime and give examples of various crimes.

*Committee 2* should report on various aspects of the problem. One student should discuss the economic aspects of crime, such as people moving out of the inner city, business being discouraged in certain areas, and so on. Another should discuss the political aspects of the problem, such as the threat of organized crime's gaining political power. A third should discuss the cultural aspects of the problem, such as how crime threatens our value system and way of life.

*Committee 3* should present a panel on the scope of the problem. The students should consult the tables on page 000 in the text as well as the school library for the necessary statistics.

*Committee 4* should present a panel on the causes of crime. The students should invite a criminal lawyer and a sociologist to speak to the class on how various conditions lead to crime.

*Committee 5* should present a panel that suggests solutions to the problem. The students should divide their

presentation between the topics of prevention and rehabilitation. The group should consult local resource persons—lawyers, social workers, parole officers—for the necessary information. The text and the school library should also be utilized.

*As a result of this activity the students should be able to identify the steps and the meaning of the problems approach as it relates to crime in the United States.*

4. **To explore some facets of the problem of crime as it affects the political system**, read the following two newspaper articles to the class, pointing out beforehand that the accounts are based on actual cases:

#### SENTENCE HANDED DOWN IN SERVICE STATION ROBBERY

Richard Stewart, 21, was sentenced Monday by District Judge Samuel Forester to 10 to 30 years in prison for committing a service station robbery in which about \$35 was taken.

Stewart, of 2517 Fairview, pleaded guilty to the offense in Battlesburg District Court on June 7.

In a presentence report, the Battlesburg court's Probation Department said that Stewart held up the Save-U Service Station at 715 Brigham Road. The report says that Stewart, armed with a small handgun, entered the service station and told Frank Padares, the service station operator, to "empty the cash register."

Padares told police that the defendant apparently was startled by a noise and fired one shot at a dog kept at the station. He missed, Padares said.

The victim later viewed police mug shots and identified Stewart as the robber. Stewart was arrested April 17. Stewart told the Probation Department that he had taken a drug about two hours before the offense. According to Stewart, he was extremely nervous, which is why the gun went off during the robbery.

*Battlesburg Banner*

#### DRUG FIRMS PREPARE TO REPAY \$100 MILLION

Four large drug companies, accused of fixing prices for several drugs, have agreed to repay \$100 million to state and local governments, this paper learned Tuesday.

Attorney General Raymond Harris called the agreement “a battle won in the war waged by antitrust laws.”

The antitrust suit filed by Harris charged that the four firms agreed among themselves to sell the drugs for 5 to 42 cents per tablet, while the drugs cost only between 1.8 and 2.5 cents to manufacture.

*Daily Herald*

After you have read the two articles, lead a class discussion of the following questions:

- What crime did Stewart commit?
- What sentence was he given?
- What crime did the drug companies commit?
- Were drug company executives given prison sentences?
- What did the court force them to do?
- Should the court have ordered Stewart to repay the \$35 he stole?
- Who committed the worse crime, the drug companies or Stewart?
- Do you think Stewart was given the greater sentence? Why or why not?
- How do you think the drug companies and Stewart should have been punished?

*As a result of this activity the students should be able to state which crime they feel is more injurious to society and how it should be punished.*

5. **To illustrate some facets of the race riots that erupted in the 1960s and the racial tensions that led to them,** have the students read Booklet 28, *How People Are Governed Now*, in the SSSK. Then select five students to review the material for a class presentation. Each student should be assigned to study and report on the following sections of the report: characteristics of a rioter, characteristics of a

counter-rioter, basic causes of riots, conclusions, and recommendations. The students should then present their findings to the rest of the class. The presentation can be given in the form of a television news report, utilizing the interview approach. Select another student to take the role of the news reporter. Help this student develop questions that will provide the maximum amount of information. The news reporter should interview the other participating students. Those who reviewed the first two sections should take the roles of rioter and counter-rioter. The students who reviewed the last three sections should take the roles of sociologists who have studied race riots. After the presentation lead the class in discussing such questions as the following:

- Do you agree or disagree with the report's conclusions? Why?
- Do you agree or disagree with the report's recommendations? Why?
- Can you suggest alternative recommendations?

*As a result of this activity the students should be able to list causes of and possible solutions to the problem of race riots such as those that occurred in the United States in the 1960s.*

**Major Idea C:** The United States has developed into a nation of tremendous wealth and strength, a fact that leads to serious questions about national and international responsibilities and the use of power.

1. **To understand the meaning of the term *cold war* and what steps are being taken to move away from a cold-war situation,** the students can read “Foreign Policy” on pages 9 in the text. Then lead a class discussion by asking such questions as the following:
  - What is a cold war?
  - What do you think are some of the drawbacks of a cold war?



- What happens when nations fear and mistrust each other? *(They build up their defenses and often increase their differences.)*
- Do you think that mutual goals among nations, such as trade relations and scientific and technological progress, increase chances for peace between those nations? Why or why not?
- Do you think that increasing the supply of armaments during a cold war leads to a permanent peace? *(Allow free discussion but point out that one opinion states that rivalry between nations for more and better weapons is an endless process and results in an uneasy peace at best; another opinion states that when nations in a cold war store up devastating weapons, the result is a neutralization of power and therefore a secure peace.)*
- Does the production of weapons lead to an increase in the standard of living? *(If there is a high rate of unemployment, jobs created through the production of weapons will, to some degree, increase the standard of living; however, if resources are being utilized, the production of weapons—which, it is hoped, will never be used—requires resources that might be used for the production of other goods.)*
- Do you think that any nation would gain from a world war?

*As a result of this activity the students should be able to explain how moving away from a cold-war situation leads to greater chances for world peace.*

- 2. To illustrate the fact that there are different views about the use of power and the direction that should be taken in American foreign policy,** select two students to engage in a role-playing activity. Instruct these students to read Booklet 29, "How People Are Governed Now, Volume II," in the SSSK. After reading the material, one student should play the part of Senator Fulbright and the other should play the part of President Johnson. Each should address the rest of the class, which should represent the United

States Senate. The Senate is trying to decide if the government should spend more or less money on foreign aid. From the material in the SSSK, the students playing Johnson and Fulbright should decide how those two men would probably feel about foreign aid and what kinds of foreign aid they would recommend. Each should try to convince the Senate of the validity of his ideas and should also give his opinions about how the power of the United States should be used. After the two have addressed the class the Senate should decide by vote which view they agree with more.

*As a result of this activity the students should be able to express in their own words the feelings of Senator Fulbright and President Johnson about how United States power should be used.*

- 3. To understand some of the characteristics of the income tax system,** the students can read "Taxation," on pages 319 through 321 in the text. Then lead a class discussion by asking such questions as the following:

- Why are taxes necessary?
- What are direct taxes? Indirect taxes?
- Does everyone pay equal income taxes?
- How is the amount of income tax a person is to pay determined?
- What goods and services can you think of that are paid for by federal tax money? *(Defense, weather forecasting, mail service, coining money, farm subsidies, and so on)*
- What goods and services can you think of that are totally or partially paid for by state or local tax money? *(Roads, education, police and fire protection, and so on)*
- What conflict has developed because state and city needs are growing more quickly than their tax assets?

Then ask the students to cut pictures from newspapers and magazines that depict goods and services provided by federal, state, or local tax money. Assemble the pictures in a bulletin-board display entitled "Together We Buy Many Goods and Services through Taxes."



*As a result of this activity the students should be able to write a short story about what life today in this country might be like if no goods or services were provided through taxation.*

4. **To understand two areas of concern for the political system today,** the students can read "Bureaucracy" and "Credibility Gap," on pages 321 through 323 in the text. Then select two pairs of students to present opposing views on bureaucracy and credibility. The first pair should consider bureaucracy, one student taking the position that many government workers are necessary for the successful operation of the system, the other the position that the usual largeness of a bureaucracy leads to waste and inefficiency and is unnecessary for the successful operation of the system. The second pair should consider the problem of credibility, one student taking the position that the government has the right to conceal any information from the public that it considers in the public interest not to reveal, the second arguing that the government has no right to deny the public knowledge of conditions and situations that involve public welfare, safety, and interest.

*As a result of this activity the students should be able to explain the terms bureaucracy and credibility and to tell what problems result for the political system from these areas.*

5. **To illustrate some of the characteristics of bureaucracy,** draw on the chalkboard or show the students a schematic outline of the organization of a U.S. government department. You can obtain such a chart by writing to any government department in Washington, D.C. After the students have studied the chart, lead a class discussion by asking such questions as the following:

- Why do you think this kind of detailed organization is necessary in large government departments?
- What are some of the advantages of such organization?
- What are some disadvantages of such organization?

- What do you think happens to one employee's idea as it filters up or down through the bureaucratic structure?
- Do you think that the head of bureaucratic organization is aware of how well each employee under him does his job?

*As a result of this activity each student should be able to draw a chart that shows the organizational structure of his school and mark his place in that organization.*

**Summary:** The U.S. Constitution, on which our political system is based, has provided the flexible strength necessary to maintain a viable representative democracy despite the complex problems found in meeting the needs and demands of a growing and diversified nation.

**To summarize this chapter on the way people are governed now,** have the students turn to page 323 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. What is the difference between a pure and a representative democracy? (*In a pure democracy, the people vote directly on every issue; in a representative democracy, they elect representatives to vote for them on most issues.*)
2. What are the four main requirements for a working democracy? (*Right to vote, competition of candidates, participation of the electorate, free flow of information*)
3. It costs a great deal of money to run for the presidency. How does this present a problem for the political system? (*Candidates for the presidency may become indebted to wealthy groups or individuals who may expect political favors, jobs, or special considerations in return.*)
4. What is the difference between direct and indirect taxes? (*Direct taxes, such as income tax, are paid directly to the government by the taxpayer. Indirect taxes, such as a tax on tobacco, are added to the price of goods by the producer, who then pays the tax to the government.*)
5. What is a "Bureaucrat"? (*A person who holds a government job but who is not elected*)

# CHAPTER 25: How People Make Their Living Now: The Economic Subsystem

## COMPONENTS

### Student Text

Chart study  
p. 328

**p. 237/1**

*New Means of Production*  
pp. 325-329

**p. 238/2**

*Education and Skills*  
p. 329

**p. 239/7**

*Instability*  
pp. 329-332

**p. 239-240 /2**

*Insecurity*  
pp. 332-335

**pp. 240-241/3**

*Injustices*  
pp. 335-337

**p. 241/2**

*Dirty Environment*  
pp. 337-338

**p. 241/3**

*Test Yourself - answers*  
p. 343

**p. 243/Summary**

### Problems Book

*What Causes Economic Instability?*  
p. 57

**p. 239/1**

*Has Economic Security Increased or  
Decreased?*  
p. 56

**p. 241/4**

### SSSK

*How People Make Their Living Now, Volume II*  
Booklet 31

**pp. 238-239/5**

*Must We Live in a Sewer?*  
Booklet 30

**p. 242/6**

## MAJOR IDEAS

A. During the past two hundred years, the economic system has grown in size and changed in methods of production. The goals of the system also have changed as a result of new values and needs.

B. Two of the major problems encountered by our rapidly growing economic system are economic instability and economic insecurity.

C. Though the American economic system has successfully pursued its major goal—growth—it faces serious problems that must be resolved if that progress is to benefit all the American people.

*Summary:* The entrepreneurial system followed by the United States has resulted in considerable economic growth through manufacturing and mass production but has also caused serious problems.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Research Orientation</b>	Investigate economic changes in a community p. 238/3 Present report: Changing goals of American economic system p. 239/6		
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### LANGUAGE ARTS

<b>Creative Dramatics</b>	Role play: Economic goals of Hamilton and Jefferson p. 238/4 Role play: See A-5: SSSK		
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### ART AND MUSIC

	Art: See A-2: <i>Student Text</i>		
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### MISCELLANEOUS

<b>Other</b>			Discussion: Limiting power of large corporations p. 242/5 Symposium: Goals of the economic system pp. 242-243/7
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## CHAPTER 25: How People Make Their Living Now: The Economic Subsystem

### Statement to the Teacher

This chapter concerns the present economic system. It is a more complicated system than it was 200 years ago. During the early years of our country's history, most people earned their livelihood from farming. Today, most Americans earn their livelihood from manufacturing and the production of services.

When the nation was founded it was not as wealthy and powerful as many other nations. Today it is the wealthiest nation in the world. One important source of this wealth has been vast economic resources. Abundant natural resources, skilled labor, intelligent entrepreneurs, and vast savings have been combined to produce a current gross national product of \$1 trillion.

Economic growth has caused many social problems. Some of these existed 200 years ago, but the nature and character of the problems have changed as the economic system has grown and changed. It is important that your students understand that there often is a price to pay for economic growth. The American people have discovered that economic instability, insecurity, and injustice are among the results of the growth of our economic system. Problems of pollution are becoming more of a national concern. Americans are beginning to realize that the achievement of a high standard of living involves the pursuit of many goals less material than an immediate abundance of goods and services.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "New Means of Production" . . . . .	<b>A-2</b>
	<b>Text</b> , chart study . . . . .	<b>A-1</b>
	<b>PB</b> , "Measuring the Growth of Our Economy" . .	<b>C-1</b>

2.	<b>TRG</b> , role play . . . . .	<b>A-4</b>
3.	<b>SSSK</b> , <i>How People Make Their Living Now, Volume II</i> . . . . .	<b>A-5</b>
4.	<b>Text</b> , "Education and Skills" . . . . .	<b>A-7</b>
5.	<b>Text</b> , "Instability" . . . . .	<b>B-2</b>
	<b>PB</b> , "What Causes Economic Instability?" . . . . .	<b>B-1</b>
6.	<b>Text</b> , "Insecurity" . . . . .	<b>B-3</b>
	<b>PB</b> , "Has Economic Insecurity Increased or Decreased?" . . . . .	<b>B-4</b>
7.	<b>Text</b> , "Injustices" . . . . .	<b>C-2</b>
	<b>Text</b> , "Dirty Environment" . . . . .	<b>C-3</b>
8.	<b>Text</b> , "Unequal Economic Freedom" . . . . .	<b>C-5</b>
	<b>TRG</b> , symposium . . . . .	<b>C-7</b>
9.	<b>Text</b> , "Test Yourself" . . . . .	<b>Summary</b>

### Vocabulary

alloy	interest rate
automation	labor force
brownout	medicaid
business cycle	medicare
compensation	nuclear energy
conglomerate	pollution
energy	programming
environment	prosperity
hydroelectric	public utilities
injustice	social security
insecurity	standard of living
instability	wholesale
insurance	

### Bibliography

#### FOR THE TEACHER

Harrington, Michael. *The Other America: Poverty in the United States*. New York: Macmillan.



## FOR THE CHILDREN

American Heritage Editors. *The Evolution of the Machine*. American Heritage Junior Library. The development of machines through modern times.

Colby, Carroll B. *Atom at Work*. New York: Coward, McCann & Geoghegan. About the benefits of nuclear energy.

———. *Plastic Magic*. New York: Coward, McCann & Geoghegan. About the many uses of plastics.

———. *Soil Savers*. New York: Coward, McCann & Geoghegan.

Halacy, D. S. *Now or Never: Today's Pollution, Tomorrow's Tragedy*. New York: Scholastic Book Services.

## FILMSTRIPS

*American Invention and Industry*. Series of 7. Denoyer-Geppert. Included are "The Story of Alexander Graham Bell," "The Story of Thomas Alva Edison," "The Machine Age Comes to America," "America's First Factory," "Kitty Hawk to Canaveral," "How Farming Has Changed," and "How Automation Affects Your Life."

*The Conservation of Our Resources*. Set of 9 captioned w/ 5 cassettes or 9 captioned w/o cassettes. Eye Gate House. Children will learn the relation between man and his resources and what is being done to preserve those resources.

*Economic Life*. Set of 7. Eye Gate House. This series on economics covers the following: "Everyone Uses Money," "Unlimited Wants—Limited Resources," "Scarcity—A Basic Economic Problem," "How Can the U.S.A. Fight Poverty?" "The Flow of Goods and Services," "Toward European Economic Unity," and "The Tax Collector."

## RECORDS AND CASSETTES

*Industrial Growth Transforms the Nation (1865–1900)*. Set of 2 records or 2 cassettes. Society for Visual Education. About the formation of industries and how unions began.

## ACTIVITIES

**Major Idea A:** During the past 200 years, the economic system has grown in size and changed in methods of production. The goals of the system also have changed as a result of new values and needs.

1. **To illustrate the fact that over the years the American economy has grown and changed**, have the students study the charts of the gross national product on page 328 in the text. First review activity 3 in Chapter 19 to make sure the students understand the definition and components of the Gross National Product. Then lead a class discussion about the charts in the text by asking the following questions:

- What is the GNP?
- What has been the trend of the GNP?
- What could be some of the reasons for the rise of the GNP?
- Why is it important that the GNP rise? (*A rising GNP increases the choices of consumers, business, and government; it supplies goods and services for an increasing population; it provides jobs; it allows for an increasing standard of living, which allows citizens to be concerned with needs other than material.*)
- Who purchases the GNP?
- How did the proportion of purchasing by consumers, business, and the government change between the years 1929 and 1970?
- Why do you think the proportion of government purchasing increased? (*People have demanded more and more services from the government; more of the nation's population has settled in urban areas, which has created more problems that require government spending; defense costs have increased.*)

*As a result of this activity the students should be able to explain how the history of the American economy is reflected in the charts of the GNP.*



2. **To illustrate how greatly means and methods of production have changed from the founding of the nation to the present,** have the students read “New Means of Production,” on pages 325 through 329 in the text. Then divide the class into four groups. Assign each group one of the following topics:

- Machines
- Energy
- Materials
- Organizing techniques

Give each group a piece of poster board or a large sheet of paper on which to illustrate old and new forms of its topic. For example, the students illustrating energy could paste pictures of a windmill and a steam engine on the left side of their board or paper, and those of an electric motor and a nuclear power plant on the right side. Each poster should be displayed and discussed with the entire class.

*As a result of this activity the students should be able to identify differences between the methods of production used earlier in our history and those used today.*

3. **To suggest how the American economic system is continually changing,** appoint a committee to investigate how their community's economy has changed during the past ten to twenty years. (They could interview their parents or interview persons familiar with the community's economic system—for example, a factory foreman, a newspaper managing editor—the head of the city's transportation system. They can also go to the local historical association to obtain information.) Help the students develop questions such as the following to ask during their interviews:

- How has land use changed?
- How has the urban population changed?
- How have jobs and income changed?
- How have factory methods changed? Are fewer workers needed to produce the same number of goods than were needed ten to twenty years ago?

- How has the city's transportation system changed during the past ten to twenty years?
- What changes in the communication system have been made during the past ten to twenty years in terms of types of communication and their operation?

*As a result of this activity the students should be able to list some of the ways in which advances in technology have improved their city's economy.*

4. **To demonstrate that statesmen in the past have been concerned with the goals of the American economic system,** select two students to act out the roles of Alexander Hamilton and Thomas Jefferson. Hamilton should argue that the most important goal of the economic system is industrial growth. Jefferson should argue that the most important goal is economic freedom—that an economy based on farming and rural life should be preserved so that no one could become powerful enough to limit the freedom of others. (The students should consult Chapter 11 in the text and related readings in the SSSK for information.) After the role play, discuss with the students which of the two goals was pursued and what might have happened had the other goal been pursued.

*As a result of this activity the students should be able to list some of the differences between Hamilton's and Jefferson's economic goals.*

5. **To demonstrate that statesmen today are concerned with the goals of the U.S. economic system,** select two students to act out the roles of Lyndon Johnson and Richard Nixon as they discuss their economic goals for the nation. These students should read Booklet 31, *How People Make Their Living Now, Volume II*, in the SSSK. President Johnson should discuss his nine goals for the economic system, and give examples of how they will serve the wants and needs of the American people. President Nixon should discuss the economic goals he received from his research staff and

how they would meet the citizens' needs. The class should then discuss which of the economic goals talked about by each president are most important to them. Then ask if they think that progress has been made toward any of these economic goals.

*As a result of this activity the students should be able to identify some of the goals of the American economic system and explain why they are important to a healthy economy.*

6. **To demonstrate that the goals of the American economic system are changing**, appoint a committee to prepare a report on how science and technology can help people. Their report should answer the following questions:

- Why have advances in science and technology been considered symbols of economic progress?
- Why did people benefit from the advances made in science and technology during the 1890s? (*Few earned enough income to buy the new products.*)
- Why are many people today worried about the rapid advances being made in science and technology? (*Fear of the unknown, fear of mass destruction, fear of unemployment, disapproval of government priorities—as, for example, spending money on moon flights instead of on improving cities.*)

*As a result of this activity the students should be able to list some of the past and present economic goals and to explain how some of the present goals are changing.*

7. **To understand why education is a crucial factor in a healthy economic system**, the students should read "Education and Skills," on page 329 in the text. Then lead a class discussion by asking such questions as the following:

- If 50 percent of the jobs available in an economic system require high levels of education or skill but only 5 percent of the people who need jobs have the necessary education or skill, who is hurt? (*The people who can't find employment and all the people who would benefit from having the jobs done.*)

- As advances are made in science and technology, does education become more or less necessary?
- Must a farmer today know more facts and be aware of more innovations and discoveries than a farmer 200 years ago?
- Must a doctor today be aware of more methods of treatment than a doctor 200 years ago?
- Do you think the trend toward an increased need for knowledge will continue?

*As a result of this activity the students should be able to explain the interrelationship between education and a growing economy.*

**Major Idea B:** Two of the major problems encountered by our rapidly growing economic system are economic instability and economic insecurity.

1. **To demonstrate that economic instability is caused by too much or too little spending**, have the students complete exercise 25-C in their Problems Book.
2. **To understand the term economic instability and why instability has been a problem throughout U.S. economic history**, the students should read "Instability," on pages 329 through 332 in the text. Then select two students to summarize the causes and effects of the economic instability suffered by the United States in the late 1700s and in the 1930s. The first student should review Chapter 8 in the text and give an oral report on the topic "Economic Instability in the Late 1700s." After his report, lead a class discussion of the following questions:
  - What is economic instability?
  - What caused the economic instability of the 1780s? (*The lack of sound currency.*)
  - Why is a stable economy important?
  - How did the United States pull itself out of the economic instability it suffered in the late 1700s?

The second student should review Chapter 19 in the text and give an oral report on the topic "Economic Instability During the Great Depression." After his report, lead a class discussion of the following questions:

- What caused the economic instability of the 1930s?
- How did the Depression hurt the American people?
- How did the United States pull itself out of the economic instability it suffered during the Great Depression?

*As a result of this activity the students should be able to list some of the ways in which the present economy is affected by economic instability.*

3. **To demonstrate the problem of economic insecurity**, have the students read "Insecurity," on pages 332 through 335 in the text. Then read aloud the following statements, adapted from the U.S. Senate hearings before the Special Committee on Aging:

- The Social Security pension for my wife and me is only \$1,920 a year. From this amount we have to pay real estate taxes and all utility bills—water, gas, electricity, and oil heating. Because of these expenses, we cannot afford to eat three full meals a day—we can afford only one good meal. The prices of meat are so high that we cannot afford to buy a roast or steak even once a week.
- I am seventy-six years old and my wife is seventy-two. I retired ten years ago with our home paid for and with no debts. Since I retired, my property taxes have doubled. Costs of services and general living expenses have increased tremendously; medical, hospital, and doctor bills are outrageous. It cost \$600 to have a cataract removed from my wife's eye. We fixed-income people are in trouble.
- "I am a seventy-six year-old woman who lives alone. I am no longer able to work and I have to live on my social security allowance of \$55 per month plus a small income from a fast dwindling nest egg in the bank, from tutoring students in French occasionally, and from babysitting

once in a while. I find it very difficult to meet the increasing costs of living. I am aware, however, that some elderly people are worse off than I am; for many persons who draw less than \$80 or \$100 per month the name *social security* isn't security at all!

Then divide the class into five committees to conduct a survey of the problems of the aged in the community. The first committee should visit a local welfare agency that deals with the aged; the second should visit the local social security agency; the third should visit a local convalescent home; the fourth should visit church leaders; and the fifth should visit a senior citizens' organization. Point out that the committees probably can obtain additional information by writing to the following agencies:

- Special Committee on Aging, United States Senate, Washington, D.C.
- Commissioner of Social Security Administration, Washington, D.C.
- National Council of Senior Citizens, Washington, D.C.
- National Council on the Aging
- Local Social Security Administration
- Local agencies, churches, or interested voluntary agencies

Explain that the committees should try to find answers to the following questions:

- What are some of the problems of the aged?
- How do the problems of the aged differ today from those of 200 years ago?
- Why should everyone—including members of the younger generation—be concerned about the problems of the aged?
- What can young people do to prepare for old age?
- What are some of the sources of income for the aged?
- What could be done to help solve the problems of the aged in the United States?

*As a result of this activity the students should be able to explain what economic insecurity means to the aged and to*

*suggest several ways in which the problems of the aged might be solved.*

4. **To illustrate the fact that although families today enjoy a higher standard of living than families did 200 years ago, they may feel that their financial future is insecure,** have the students complete exercise 25-B in their Problem Book.

**Major Idea C:** Though the American economic system has successfully pursued its major goal—growth—it faces serious problems that must be resolved if that progress is to benefit all the American people.

1. **To demonstrate that we measure the growth of our economy by observing the growth of the gross national product and the labor force,** have the students complete exercise 25-A in their Problems Book.
2. **To understand the problem of economic injustice,** the students should read “Injustices,” on pages 335 through 337 in the text. Ask several students to study or review Chapter 23 and summarize their findings in a panel discussion. Then lead a class discussion of the following questions:
  - How has the problem of economic injustice been revealed by the kinds of jobs available to black people?
  - How has the problem of economic injustice been revealed by the salaries paid to blacks and whites?
  - How do poor living conditions contribute to the problem of economic injustice?
  - How do inadequate education and insufficient educational opportunities contribute to the problem of economic injustice?
  - What demands have blacks made in an attempt to solve the problem of economic injustice?
  - Are other ethnic groups affected by the problem of economic injustice?

- Is the problem of economic injustice present in our community?

*As a result of this activity the students should be able to list several examples of economic injustice in American society.*

3. **To demonstrate why people are becoming more concerned about environmental problems,** have the students read “Dirty Environment,” on pages 337 through 338 in the text. Then discuss the following questions:

- How does having a higher standard of living affect people’s concern about the environment? (*When people’s basic needs for food and shelter have been satisfied, they can concentrate on other needs.*)
- How does viewing the world as a system encourage man to protect his environment?

*As a result of this activity the students should be able to name some reasons why people’s attitudes about the environment have changed.*

4. **To understand some of the problems of unequal economic freedom,** the students should read “Unequal Economic Freedom,” on pages 338 through 343 in the text. Select several students to study or review Chapter 22 and present a panel discussion about the steel crisis of 1962. Then ask the students, “Why did U.S. Steel have so much power over the steel market?” (*The company had few competitors and was therefore able to increase the price of its product; factories needed the steel in order to produce goods and therefore had little choice but to pay the higher price.*) Point out that U.S. Steel was free to increase the price of its product but in so doing it limited the freedom of other producers, and that for this reason the president became involved in the issue. Then lead a class discussion of the following questions:
  - What are some of the characteristics of a competitive economy? (*Producers compete with each other in price and quality of goods and services; no company is so large that it is able to control price.*)



- Do the producers of steel compete with each other? If not, what happens when they exercise their freedom and raise the price of steel?
- How can the government ensure that the freedom of small producers is protected when large corporations exercise their power to increase prices? (*Government can control the size of corporations and can limit the freedom of large corporations to increase prices.*)
- What action did the president take to limit the freedom of U.S. Steel?
- What might happen in a country where economic and political powers are unevenly distributed?

*As a result of this activity the students should be able to suggest ways in which inequalities in economic freedom can be countered.*

- 5. To understand that government, small producers, and consumers are working to limit the power of large corporations,** the students should review “Unequal Economic Freedom,” on pages 338 through 343 in the text. Then lead a class discussion of the following questions:

- How do new government laws limit the power of large corporations?
- What happens if corporations break these laws?
- How do labor unions help workers limit the power of large corporations?
- How does the government help farmers strengthen their economic freedom?
- How can consumers work together to limit the power of large corporations?

*As a result of this activity the students should be able to suggest several ways to limit the power of large corporations.*

- 6. To understand the political process and the ways in which some economic demands are expressed,** the students should read the first selection, “Must We Live in a Sewer?,” in Booklet 30 in the SSSK. Then lead a class discussion of the following questions:

- How do congressional hearings help congressmen make better laws?
- Why are these hearings important in a democratic society?
- How do congressional hearings help make our economic system more responsive to the wishes of the American people?
- How might a greater concern for the environment change our economic system in terms of freedom of choice? (*There would be fewer consumer goods.*)
- How might a greater concern for the environment change our economic system in terms of economic growth? (*Economic growth might increase because of the production of new goods and services needed to clean up the environment.*)

*As a result of this activity the students should be able to state in their own words why congressional hearings are important to the political process in the United States.*

- 7. To emphasize the goals of an economic system,** read the following statement to the class:

Every society expects its economic system to attempt to satisfy the people's economic wants and needs. Because resources are limited, society must decide which of its economic goals are most important. America's economic goals always have been growth, stability, security, justice, freedom, and a clean environment.

Then help the students organize a symposium to discuss the goals of the economic system. Select six students to be symposium members and assign them topics for discussion.

*Member 1* should explain why economic growth is necessary. He should point out that if the increased wants and needs of a growing population are to be met—including the desire for a higher standard of living—more goods and services must be produced.

*Member 2* should explain why economic stability is necessary. He should point out that most Americans want jobs to be available for everyone who is willing and able to work, and that they want the government to control the



economic system during inflation and to aid it during depression.

*Member 3* should explain why economic security is necessary. He should point out that most Americans want their income to continue despite accidents, illnesses, unemployment, old age, or the death of the wage earner.

*Member 4* should explain why economic justice is necessary. He should point out that most Americans want everyone to have equal economic opportunities regardless of race, nationality, or religion.

*Member 5* should explain why economic freedom is necessary. He should point out that most Americans want freedom of choice in producing and consuming goods and services.

*Member 6* should explain why a clean environment is necessary. He should point out that most Americans want balanced economic growth—that most would be willing to give up some economic growth in order to have clean air, water, cities, and countryside.

After the symposium, discuss with the students some of the ways in which these goals are in conflict. For example, preserving the environment might mean that the use of important natural resources would be limited, which in turn would limit economic growth. Demanding economic security might mean larger deductions from paychecks for social security, which would decrease the amount of money people have to spend.

*As a result of this activity the students should be able to demonstrate the intricate balance of the goals of the U.S. economic system by making a mobile (each arm of the mobile to be labeled with one of the economic goals).*

**Summary:** The entrepreneurial system followed by the United States has resulted in considerable economic growth through

manufacturing and mass production but has also caused serious problems.

**To summarize this chapter on how people make their living now,** have the students turn to page 343 in the text and answer the questions under the heading “Test Yourself.” Student responses should include the following:

1. What are two kinds of conglomerates? (*One kind of conglomerate handles several stages of production of a single product; it may produce raw materials, make them into finished goods, and distribute them to retailers. Another kind of conglomerate is made up of several companies that produce different products under one management.*)
2. What are some causes of depressions? (*People are worried about the economy and begin to save money rather than spending it on goods and services; businessmen suffer losses; businesses cut production and lay off workers; banks are unwilling to lend money; government cuts spending.*)
3. What are some causes of inflation? (*People try to buy more goods and services than are available; prices rise; banks raise interest rates; producers and consumers borrow more money; government increases spending.*)
4. What are some causes of economic insecurity? (*Greater urban population—city families must depend on cash income; people live longer—older people have trouble getting jobs; inflation and depressions create insecurity; greater use of machines causes more industrial accidents; “keeping up with the Joneses” causes more spending, less saving.*)
5. Name some of the injustices that create problems in our economic system. (*Unequal training and talent; unequal wealth and social power; unequal power because of race or color discrimination*)
6. Name some reasons why people’s attitudes about the environment have changed. (*Allow free discussion.*)

# CHAPTER 26: How People Live Now: The Cultural Subsystem

## COMPONENTS

### Student Text

Chapter Introduction, *City Life*  
p. 344 pp. 345-347 **p. 248/2**

*Education*  
pp. 348-349 **p. 249/7**

*Science and Technology*  
pp. 349-350 **p. 251/1**

*Religion*  
pp. 350-354 **pp. 251- 252/3**

*Communications*  
pp. 354-357 **p. 252/1**

*The Arts*  
pp. 357-367 **p. 252/2**

*Architecture*  
pp. 363-366 **p. 252/3**

*Test Yourself - answers*  
p. 367 **p. 254/Summary**

### Problems Book

*More People in the Cities*  
pp. 58-59 **p. 247/1**

### SSSK

*City Life*  
Booklet 32 **p. 248/3**

*Science and Technology*  
Booklet 32 **p. 251/1**

## MAJOR IDEAS

A. The way people live today has been greatly affected by an increasing population, a shift from farm life to urban and suburban life, and an increase in educational opportunities.

B. The way people live today is affected by the conditions of the times, which have been strongly influenced by advances in science and technology, by people's values, and by their religious beliefs.

C. The increased influence of the mass media and flowering of the arts have had great impact on the American cultural system.

*Summary:* The population growth and the shift from rural to urban/suburban living, plus advances in science and technology and the development of mass-media communication, have resulted in an American culture quite different from that of two hundred years ago.

# ACTIVITIES Teacher's Resource Guide

## SOCIAL SCIENCES

<b>Time Orientation</b>	Design time line: See <b>A-2: Student Text</b>		
<b>Research Orientation</b>	Survey: Purposes of education <b>p. 249/8</b> Research educational requirements of different states <b>pp. 249-250/9</b>		Present reports: Changes in American architecture <b>pp. 252-253/4</b> Present reports: Well-known architects <b>p. 253/5</b> Present reports: Well-known writers <b>p. 253/6</b>

## LANGUAGE ARTS

<b>Creative Dramatics</b>	Role play: American way of life according to Jefferson and a contemporary American <b>p. 248/4</b> Role play: Discussion between member of Dillingham commission and a contemporary American <b>p. 249/6</b>		
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## ART AND MUSIC

	Art: See <b>A-3: SSSK</b>		
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## MISCELLANEOUS

<b>Community Resources</b>	Speaker: Discuss school drop-outs <b>p. 250/10</b>	Speaker: Public health nurse or doctor <b>p. 251/2</b> Speaker: See <b>B-3: Student Text</b>	
<b>Other</b>	Debate: Pros and cons of population control <b>p. 248/5</b> Symposium: Unequal educational opportunities in America <b>p. 250/11</b>		

# CHAPTER 26: How People Live Now: The Cultural Subsystem

## Statement to the Teacher

This chapter acquaints your students with the nation’s cultural system today. This system is made up of people and institutions that create customs and beliefs and transmit them from one generation to the next.

The environment in which this transmission takes place has changed. The generally rural environment of 200 years ago has been replaced to a large extent by an urban/suburban setting where people have a chance to develop new ideas instead of simply transmitting those of the past. This environment stimulated the development of science and technology that resulted in modern mass-media communication. Because greater amounts of information are available, Americans differ less from each other in the amount of information they have available than they did 200 years ago. Educational institutions have been developed that can influence many more people than was possible in the early years of our history.

Strive to develop your students’ sensitivity for quality in audio, visual, verbal, and written communication. Stress the fact that exposure to various forms of cultural experiences develops an appreciation for the arts and increases the options for creative use of leisure time.

## Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>PB</b> , “More People in the Cities” . . . . .	<b>A-1</b>
	<b>Text</b> , Chapter Introduction, “City Life” . . . . .	<b>A-2</b>
2.	<b>TRG</b> , role play . . . . .	<b>A-4</b>
3.	<b>TRG</b> , debate . . . . .	<b>A-5</b>
4.	<b>Text</b> , “Education” . . . . .	<b>A-7</b>
	<b>TRG</b> , survey . . . . .	<b>A-8</b>

5.	<b>TRG</b> , speaker . . . . .	<b>A-10</b>
6.	<b>Text</b> , “Science and Technology” . . . . .	<b>B-1</b>
	<b>SSSK</b> , “Science and Technology” . . . . .	<b>B-1</b>
7.	<b>Text</b> , “Religion” . . . . .	<b>B-3</b>
8.	<b>Text</b> , “Communications” . . . . .	<b>C-1</b>
	<b>Text</b> , “Architecture” . . . . .	<b>C-3</b>
9.	<b>TRG</b> , research and oral reports . . . . .	<b>C-5</b>
	<b>TRG</b> , research and oral reports . . . . .	<b>C-6</b>
10.	<b>Text</b> , “Test Yourself” . . . . .	<b>Summary</b>

## Vocabulary

abstract art	Jew
attitude	nonfiction
beatnik	novelist
black humor	Protestant
Catholic	sectionalism
computer	skyscraper
distribution	suburb
ecumenical	surrealism
fiction	teletypewriter
hippie	

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Ansley, Delight. *Good Ways*. New York: Thomas Y. Crowell. An introduction to the great religions of the world.

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Bergère, Thea, and Bergère, Richard. *From Stones to Skyscrapers*. Eau Claire, Wis.: Hale. The evolution of architecture.

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Fisher, Leonard F. *Architects*. New York: Watts. About the famous architects of our times.

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Savage, Katherine. *Story of World Religions*. New York: Walck. About the different religions of the world.

Sootin, Laura. *Let's Go to a Newspaper*. New York: Putnam. What goes into producing a newspaper.

Uroff, Margaret D. *Becoming a City: From Fishing Village to Manufacturing Center*. New York: Harcourt Brace Jovanovich.

#### FILMS

*The City*. 11 min., color or b & w. Encyclopaedia Britannica Educational Corp. About the various facets of cities; homes, apartments, suburban areas, transportation, and government.

*The Industrial City*. 17 min., color or b & w. Encyclopaedia Britannica Educational Corp. About Detroit: its growth and the problems that resulted from it.

*The Industrial Worker*. 17 min., color or b & w. Encyclopaedia Britannica Educational Corp. A day in the life of two industrial workers, pinpointing their problems, frustrations, and fears.

*Linda and Billy from Appalachia*. 15 min., color or b & w. Encyclopaedia Britannica Educational Corp. About an Appalachian mountain family that comes to Cincinnati to try and find a job.

*No Reason to Stay*. 28 min., rental only. McGraw-Hill Films. How today's educational system fails, as seen through the eyes of a dropout.

#### FILMSTRIPS

*America's Urban Crisis*. Set of 6, 3 records; set of 6, 3 cassettes. Society for Visual Education. Included in the series are the following titles: "The Roots of Our Urban Problem," "The Air Pollution Menace," "Water Pollution—A Complex Problem," "Solid Waste—A New Pollutant," "The Transportation Crisis," and "The Housing Crisis."

*Children of the Inner City*. Set of 6, 3 records; set of 6, 3 cassettes; 6 word games. Society for Visual Education. The series deals with the day-to-day life and varied and unique backgrounds and problems of children of various ethnic backgrounds.

*City Government*. 45 fr, color. McGraw-Hill Films. Explores the methods and goals of city government.

### ACTIVITIES

**Major Idea A:** The way people live today has been greatly affected by an increasing population, a shift from farm life to urban and suburban life, and an increase in educational opportunities.

- 1. To understand that the percentage of urban population in the United States rose greatly between the years 1920 and 1960,** the students should complete exercise 26-A in their Problems Book.



2. **To understand the causes and effects of the switch from rural life to urban and suburban life in the United States**, the students can read the introduction to Chapter 26 and “City Life,” on pages 345 through 347 in the text. Then divide the class into three groups to design a time line mural depicting the change from rural to urban/suburban life.

*Group 1* should design the first third of the mural, depicting the generally rural life of Americans in the late 1700s and early 1800s. This section should also include pictures of city life during the same period of time. The number of pictures of each way of life should be roughly proportional to the actual urban/rural population figures.

*Group 2* should design the middle third of the mural, depicting the growth of cities in the middle and late 1800s. They should show the arrival of immigrants, the growth of factories, and the migration of farmworkers to cities.

*Group 3* should design the last third of the mural, depicting today's generally urban and suburban life. This section should include pictures of life in the suburbs, the growth of suburban factories, life in rural areas, and living conditions in both affluent and poor city neighborhoods. As in the first section of the mural, the pictures in the third section should be roughly proportional to the actual breakdown of the population between rural and urban/suburban areas.

*As a result of this activity the students should be able to write a brief outline of the movement toward urbanization in the past 200 years of American history.*

3. **As a follow-up to the preceding activity**, ask a group of students to read the first selection, “City Life,” in Booklet 32 in the SSSK. These students should then draw, or cut from magazines, pictures that depict the worst aspects of urban and suburban life, as described in the reading. These pictures could be assembled in a display entitled “Some Results of Urbanization” and placed next to the time-line mural designed for activity 2.

4. **To illustrate the fact that since the beginning of American history there has been a concern for identifying a “right” way of life for Americans**, select two students to participate in a role-playing discussion between Thomas Jefferson and a contemporary American. The student playing Jefferson should review the second selection, “Jefferson Wants Farming,” in Booklet 15 in the SSSK. He should present Jefferson's view of a happy and healthy rural life and warn against the consequences of industrialization and big-city slums. The student playing the role of a contemporary American may review the first selection, “City Life,” in Booklet 32 in the SSK. He should answer Jefferson, telling him to what extent his predictions have come true.

*As a result of this activity the students should be able to identify several ways in which urbanization today violates Jefferson's ideals.*

5. **To illustrate the fact that social scientists do not agree on the causes of social problems**, have the students conduct a debate on the proposition “Our government should act now to prevent greater population increase.” Divide the class into two teams. One team should support the above statement with such points as the following:

- Steadily increasing population growth figures
- Overcrowded cities
- Overcrowded highways
- Inability to feed more people
- Dangers of further pollution

The other team should argue against the proposition and support their argument with such points as the following:

- Improved technology can produce more food.
- Population can be spread out; it is too dense in some areas but too sparse in others.
- People's freedom to have as many children as they want should not be violated.

*As a result of this activity the students should be able to list reasons for and against population control.*

6. **To demonstrate that during American history there has been a concern for the way of life of Americans**, select two students to participate in a role-playing discussion between a member of the Dillingham Commission and a contemporary American. The first student may review Chapter 16 in the text and present the idea that immigration from Southern and Eastern Europe would harm the American way of life. He may deliver a speech warning the nation of the consequences of open immigration. The second student should answer the Dillingham Commission member, telling to what extent this prediction has come true, and how the great variety of immigrants has brought problems to the United States, but also a unique combination of ideas, talents, skills, and ways of doing things.

*As a result of this activity the students should be able to write a brief essay explaining how immigration has made the United States a multicultural country.*

7. **To illustrate the fact that there are many purposes of education**, have the students read "Education," on pages 348 through 349 in the text. Then write different purposes on slips of paper and put them in a box. Have volunteers pull out each slip and explain a possible result of each purpose in their own words. Purposes such as the following may be used:

- The purpose of education is to help people choose jobs that make them happy.
- The purpose of education is to help people make choices as consumers.
- The purpose of education is to help people make use of free time meaningfully.
- The purpose of education is to make people willing to work for the welfare of the community and the nation.
- The purpose of education is to help people become responsible citizens in a free society.
- The purpose of education is to help people understand ideas and beliefs that are different from their own.

- The purpose of education is to help people understand the problems of the family, neighborhood, city, nation, and world.
- The purpose of education is to help people understand that men not only create problems but can also solve them.
- The purpose of education is to make people curious, and also aware that learning never stops.

*As a result of this activity the students should understand that education has many different purposes and that all of these should be part of their own education.*

8. **As a follow-up activity**, the students should prepare a survey. Have the class write on sheets of paper the purposes of education identified in the previous activity. Then ask them to take a survey of parents and friends. The survey should be introduced with the following statement:

"Here are nine purposes for education. Will you please read them and rank them in the order of how important you feel they are?"

(Each paper should have a column next to the statements where numbers can be written showing the order of preference.) The class may then compile the results of the survey and discuss them.

9. **To understand that since education is the responsibility of each state, educational requirements differ from state to state**, have each student write a letter to the state department of education in a different state. (Try to include a wide variety of states by having the students write to state departments of education in all areas of the country. These offices are located in state capitals.) The students should explain their reason for writing and ask for the following information:

- To what age are children required by law to attend school?
- What are the requirements for completing grade school and high school?

(Most states have prepared literature to answer such questions.) When the students have received responses, they may present the information to the rest of the class.

*As a result of this activity the students should be able to list similarities and differences between educational requirements in different states.*

- 10. To understand why many students leave high school before graduating**, invite a member of the local job opportunities center, or a social worker who has had experience with school dropouts, to speak. (In some communities school dropouts are also willing to speak to groups of students.) Ask the visitor to answer the following questions:

- What are some of the reasons students leave high school before graduating?
- What kinds of problems do they experience as school dropouts?
- What kinds of jobs are available to them?
- In what ways can they get help?

*As a result of this activity each student should be able to draw an illustration or cartoon showing something that might happen to a school dropout.*

- 11. To illustrate the fact that Americans do not have equal educational opportunities**, assign a committee of students to prepare a symposium. The group should consist of a chairman and four symposium members. The chairman should explain that according to the Tenth Amendment of the U.S. Constitution, states are responsible for their own public school systems, so long as these systems do not violate the Constitution. He should then call on the symposium members to present their reports.

*Member 1* of the symposium should prepare a pictorial presentation showing that some states spend much more on education than other states. He should portray, in the form of a graph, how his state's expenditures compare with others. For reference material he can consult, with

the help of the school or public librarian, the latest annual volume of the *Statistical Abstract of the United States* where he will find, in the section under education, a table entitled "Estimated Public School Expenditures and Personal Income by States."

*Member 2*, using the same statistical table, should show figures on public school expenditures per pupil compared to per capita personal income figures. (Again this can be done on a graph.) He should discuss with the class the relationship of a state's ability to educate its children and the average income of its citizens. The class should discover that the higher the people's incomes, the more the state can afford to spend on education.

*Member 3* should write to an official in the state department of education to find out how much aid the United States government gives to his state's educational system. The student should also find out how this federal aid compares to what the state spends for education.

*Member 4* should write to or interview the city superintendent of schools to find out how the federal government helps the local school system.

Then lead a class discussion about the educational advantages students in wealthier states have over students in poorer states. Lead the students to realize that when people move from poorer to wealthier states, they may not be well enough educated to compete successfully for jobs, and when new industries move into a poorer state, they often have to employ well-trained people from outside the state. (Point out that this has happened in Appalachia and in the Four Corners Region.)

*As a result of this activity the students should be able to list reasons why there is unequal educational opportunity in the United States and how this problem applies to their own community.*

**Major Idea B:** The way people live today is affected by the conditions of the times, which have been strongly influenced by their

advances in science and technology, by people's values and by their religious beliefs.

- 1. To understand that technological advances of this century have enabled man to master nature in many ways but have also endangered man's continued existence,** the students should read "Science and Technology," on pages 349 through 350 in the text, and the third selection, "Science and Technology," in Booklet 32 in the SSSK. Then bring to class, or have the students draw, pictures of forest and mountain areas, with clear streams, rivers, and lakes. Discuss ways in which technology can lead and has led to the destruction of these areas. For example, forests have been overcut through the use of tools, laying many previously wooded areas bare and resulting in flooding and the consequent loss of fertile soil; mountain ranges have been devastated by mining; lakes and rivers have been polluted by industrial wastes. Also discuss how technology has provided efficient nationwide transportation and communication systems, allowed us to harness the power of electricity, provided us with previously unattainable goods, and increased our general health and life expectancy. After the discussion, ask each student to draw a picture of one of the previously illustrated areas showing how it might look after technology has been introduced to that area. The drawings can be assembled into a display entitled "Technology Aids Man but Can Destroy Nature."

*As a result of this activity the students should be able to write a brief essay describing how nature is destroyed when man does not exercise care with his technology.*

- 2. To demonstrate how the advancement of scientific knowledge and technology has greatly improved health in the United States,** invite a public health nurse, doctor, or the school nurse to give the students a brief history of medical care in the United States. Ask your visitor to include in his talk ways in which scientific knowledge and technology have im-

proved the quality of medical care. He might mention new medicines that cure or arrest previously incurable illnesses, as well as machines used in diagnosis and treatment (for example, computers and heart-lung machines). Then lead a class discussion of the information received from the visitor. In your discussion, lead the students to discover some problems arising from the increased use of technology in medicine by asking such questions as the following:

- Have you seen on television any uses of technology in medical care besides those discussed in class so far? What are some examples?
- What problems do you think can arise because of the extensive use of technology in medicine?
- Do you think new machinery used by hospitals is expensive? Why?
- How does a hospital pay for such machinery? (*The government may pay part of the bill or provide a loan to the hospital. The hospital may have to raise the cost of care for patients.*)
- What do rising medical costs often mean to the patient? (*He may not be able to afford proper medical care.*)
- How might this situation affect the general health of our country? (*If costs of medical treatment are too high for most people, the majority will not be healthy.*)

*As a result of this activity the students should be able to write a brief essay describing recent advances in medical care and the benefits and drawbacks of these advances.*

- 3. To understand the effect religion has on life in the United States today, and what structural changes have taken place within the three major religions in this country during its two-hundred-year history,** the students should read "Religion," on pages 350 through 356 in the text. Then invite to class a Jewish rabbi, Protestant minister, and Catholic priest. (If these clergymen are unavailable, invite reliable community members from each religious group.) Ask them to explain to the students the major tenets of their religions,



as well as what changes have taken place within those religions since the birth of our nation. They might also wish to explain ways in which the different groups have grown closer in recent years. After the guests' presentations, lead the students in a class discussion by asking such questions as the following:

- How does religion affect our lives?
- How do recent changes in religion reflect changes caused by technology in American life?
- Do you think it is good that different religious groups are growing closer?

*As a result of this activity the students should be able to list the major ideas of the three major religions in the United States today.*

**Major Idea C:** The increased influence of the mass media and flowering of the arts have had great impact on the American cultural system.

- 1. To understand the role of mass media in America,** the students should read "Communications," on pages 354 through 357 in the text. Then have them organize an open house including a demonstration and a display entitled: "Mass Media Help Tie Together a Nation of Many Differences." Divide the class into four committees.

*Committee 1* may select movies promoting understanding of different regions and ethnic groups. These students should write to the Film Division of the Museum of Modern Art in New York City for film titles.

*Committee 2* may select television programs on the same theme.

*Committee 3* may report on how popular songs and folk ballads help unite America.

*Committee 4* may report on the role of newspapers, books, and magazines in unifying this country. These students may work with the school librarian to arrange an exhibition for the class.

*As a result of this activity the students should be able to write a brief essay explaining some of the contributions of the various media to the American culture.*

- 2. To understand that artwork, crafts, hobbies, and poetry are important characteristics of a nation's culture,** the students should read "The Arts," on pages 357 through 367 in the text. Then have them prepare an exhibition entitled "The Culture of Our Community." It should include examples or pictures of as many of the following activities as possible: weaving, pottery, photography, painting, folk singing and dancing, knitting, quilting, leather work, poetry and short story writing, and carpentry. (Student work may also be included in the display.)

*As a result of this activity the students should be able to describe the major cultural activities of their community and why they are important.*

- 3. To understand the differences between the architecture of two hundred years ago and today,** the students should review "Architecture," on pages 363 through 366 in the text and study the pictures of architecture. Afterward a panel may be organized to discuss the following questions:

- What new materials, machines, and ideas were needed before skyscrapers could be built?
- How did skyscrapers help urbanization? (*High-rise buildings enabled population to be concentrated in small areas.*)
- What problems do high-rise buildings cause in cities?
- What are the benefits of destroying a shabby old neighborhood to build a new one? What problems are created?

*As a result of this activity the students should be able to list some benefits and drawbacks of skyscrapers and urban renewal.*

- 4. To illustrate the fact that a country's architecture reflects its culture,** divide the class into three committees to study



and report on how American architecture has changed throughout the past 200 years.

*Committee 1* should study the pictures of architecture in Chapter 9 of the text. These students might also review activity B-6 in Chapter 9. They should then describe the types of architecture in early America, pointing out that architecture 200 years ago was a product of the combination of beliefs and values brought from the Old World, the resources and physical conditions of the New World, and the inventiveness of the people.

*Committee 2* should study the pictures in Chapter 15 of the architecture used in the world's fair. These students might also review activity 3 in Chapter 15. They should then describe the type of architecture used at the Columbian Exposition, pointing out that its purpose was to express the new nation's wealth, which it did through an imitation of the grandeur associated with the Old World. *Committee 3* should study the pictures of architecture in this chapter. These students might also review "Architecture," on pages 363 through 366 in the text. They should then describe the major innovations of contemporary American architecture, pointing out that many contemporary architects have attempted to simplify architectural style and clarify its purpose. They might also discuss the trend toward relating buildings to their environment.

*As a result of this activity the students should be able to explain how American architecture has changed as the culture has changed.*

5. **As a follow-up to the preceding activity**, select four students to do research and give oral reports about the following architects:
- Frank Lloyd Wright
  - Mies van der Rohe
  - Walter Gropius
  - Le Corbusier

These students should include in their reports information about each architect's philosophy of architecture and how his designs were affected by the availability of new building materials and methods. If possible, each should show examples of his architect's work. If the second-grade *Our Working World* program is available to your students, they will find relevant information about these architects in Chapter 2 (Gropius) and Chapter 5 (Wright, van der Rohe, and Le Corbusier) of the text and Teacher's Resource Guide.

*As a result of this activity each student should be able to write a brief paragraph describing the architectural style and innovations of one of the four architects.*

6. **To illustrate the development of literature in twentieth century America**, assign eight students to research the following writers for classroom reports: Theodore Dreiser, F. Scott Fitzgerald, William Faulkner, Norman Mailer, James Baldwin, J. D. Salinger, Eugene O'Neill, and Tennessee Williams. The students may refer to encyclopedias for relevant information. Other students should consult the school librarian to ask about authors of the most popular children's books in your school. You may wish to ask the librarian to show the students some examples of how children's literature is changing and to explain why this is so. When presenting the information to the rest of the class, each student should include a brief biography of his writer, general topics of his works, titles of his most famous works, and reasons for his importance to American literature today.

*As a result of this activity the students should be able to name several important American writers and give reasons for their importance, and two children's writers and explain why their works are popular.*

**Summary:** The population growth and the shift from rural to urban/suburban living, plus advances in science and technology and the development of mass-media communication, have resulted in a culture quite different from that of 200 years ago.

**To summarize this chapter on how people live now,** have the students turn to page 367 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. What two things greatly aided the growth of suburbs? (*The development of the automobile and increase in available low-cost housing*)
2. How has the U.S. government tried to help everyone get an equal education? (*Refuses to give aid to schools that segregate blacks and whites; supports job training courses in high schools; gives money to veterans for continuing their education; gives money to elementary and high schools for improving science teaching; makes low-interest loans to college students; gives aid to colleges for libraries, class-*
- rooms, laboratories, and research; gives aid to schools in low-income districts.*)
3. What are some of the benefits of technology? What are some of the costs? (*Benefits—higher standard of living; more leisure time; better health. Costs—loss of jobs through automation; feelings of powerlessness in average people; pollution of the environment.*)
4. How are the mass media causing sectionalism to disappear? (*Through the press, radio, and TV, we find out about events that occur thousands of miles away. People all over the country and the world know more about each other.*)
5. What three things has American literature emphasized? (*Value and importance of the individual; value of new ways and forms of writing; humor*)



# CHAPTER 27: How People Behave Now: The Sociological Subsystem

## COMPONENTS

### Student Text

*Group Living*  
pp. 369-371      **pp. 259-260/1**

*The Problems of Poverty*  
pp. 372-374      **p. 261/7**

*Family Life*  
pp. 374-375      **p. 262/2**

*Changing Values*  
pp. 376-381      **p. 263/2**

*Test Yourself - answers*  
p. 381      **p. 265/Summary**

### Problems Book

*The Social Pyramid*  
p. 62      **p. 260/3**

*The Family System*  
p. 61      **p. 262/1**

*What Are American Values?*  
p. 60      **p. 263/1**

### SSSK

*Where Are the Poor?*  
Booklet 35      **p. 261/7**

*Can Large Cities Serve a Free Society?*  
Booklet 35      **p. 261/8**

## MAJOR IDEAS

A. The characteristics of American society today are similar in some ways and different in others to those of life two hundred years ago. One characteristic that has changed and still endures is the class structure of society.

B. During the past two hundred years, considerable changes have come about in American family life.

C. The American way of life has changed throughout the past two hundred years and continues to change, in large part, as a result of changes in many of the values that govern behavior.

*Summary:* The positions and roles individuals fill in society today are vastly different than they were two hundred years ago and are, in many ways, truer reflections of the basic American ideas of freedom, equality, and the individual's right to be judged by his actions rather than his class status at birth.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Research Orientation</b>	Research various volunteer organizations p. 260/2 See <b>A-6:</b> Creative Writing Investigate feudalism in the Middle Ages pp. 261-262/9	See <b>B-2:</b> <i>Student Text</i> See <b>B-3:</b> Other Research: Changing roles of women p. 263/5	Record all television shows viewed in one week pp. 264-265/7
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### LANGUAGE ARTS

<b>Creative Writing</b>	Write biographies: Success stories of prominent citizens p. 261/6		
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### ART AND MUSIC

			Art: See <b>B-2:</b> <i>Student Text</i> Art: Illustrate American way of life today and 200 years ago p. 264/4
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### MISCELLANEOUS

<b>Community Resources</b>		Speaker: Member of a commune p. 263/4	
<b>Other</b>	Discussion: Major differences in life styles of different social classes pp. 260-261/5	Discussion: Communal living pp. 262-263/3	Collect articles illustrating currently held values p. 263/3 Discussion: Students' values p. 264/5 Discussion: Compare goals of early New England education with those of today's education p. 264/6



CHAPTER 27: How People Behave  
Now: The Sociological Subsystem

Statement to the Teacher

Our sociological system has changed greatly in the past 200 years. The positions and roles that individuals fill today are much more complicated, as are their values.

The differences are due to several factors. A major one is the fact that we earn our living in different ways. Two hundred years ago, most Americans were independent farmers, craftsmen, or store owners. Today most Americans are wage earners. Cooperation in a large group has become more important than individualism.

Formal education has become more important, too. Uneducated people, or those with few skills, often become prisoners of the lowest class as occupations become more complex in this technological society.

Family life is different. Two hundred years ago family members depended on each other for work, education, and recreation. Family life today involves more independence.

Other changes have occurred. Slavery has been abolished. Though the American Indian still faces many disadvantages, he is respected as the native American. Black people and other minority groups have more civil rights. The position of women is changing. Many women now rightly feel they can fill any position in society as well as men can.

Values are also changing. Many people, especially the young, feel that individualism is a lonely way of life and that people need communal living. Some of the debates about certain American values have continued for these 200 years.

Take care to develop your students' awareness of their own values. If a climate of honesty and openness is created, the students will feel free to share and discuss their beliefs, even if their values and beliefs differ.

Suggested Lesson Structure

Session	Component	TRG Reference
1.	Text, "Group Living" . . . . .	A-1
	TRG, research . . . . .	A-2
2.	PB, "The Social Pyramid" . . . . .	A-3
	Text, "Class Structure" . . . . .	A-4
3.	SSSK, "Where Are the Poor?" . . . . .	A-7
	Text, "The Problems of Poverty" . . . . .	A-7
4.	SSSK, "Can Large Cities Serve a Free Society?" . . . . .	A-8
5.	PB, "The Family System" . . . . .	B-1
	Text, "Family Life" . . . . .	B-2
6.	TRG, research . . . . .	B-5
7.	PB, "What Are American Values?" . . . . .	C-1
	Text, "Changing Values" . . . . .	C-2
8.	TRG, art . . . . .	C-4
9.	TRG, comparisons . . . . .	C-6
10.	TRG, research . . . . .	C-7
	Text, "Test Yourself" . . . . .	Summary

Vocabulary

aristocrat	individualism
blue-collar worker	labor union
commune	material success
competition	middle class
conservative	profession
discrimination	upper class
ethnic	white-collar worker

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- Roberts, Ron E. *New Communes: Coming Together in America*. Englewood Cliffs, N.J.: Prentice-Hall. A look into communal life from the utopian settlements of the 1700s to modern times.
- Weinberg, S. Kirson. *Social Problems in Modern Urban Society*. Englewood Cliffs, N.J.: Prentice-Hall. Explores the problems faced by our technological and rapidly changing urban society.

#### FOR THE CHILDREN

- Armer, Alberta. *Troublemaker*. New York: World Publishing. Because his family is broken up, Joe Fuller goes to live with a foster family for the summer.
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- Shippen, Katherine B. *This Union Cause: The Growth of Organized Labor in America*. New York: Harper & Row. The history of labor unions, their leaders, and the problems they faced.
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#### FILMSTRIPS

- Developing Basic Values*. Set of 4, 2 records or 2 cassettes. Society for Visual Education. Covers basic values that govern behavior.
- Families Around the World*. Series of 8. Encyclopaedia Britannica Educational Corp. Families around the world are viewed, and children see how different cultures live.

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### ACTIVITIES

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**Major Idea A:** The characteristics of American society today are similar in some ways and different in others to those of American life 200 years ago. One characteristic that has changed yet still endures is the class structure of society.

1. To understand that although members of society depend on each other, each person should develop a certain independence, the students should read "Group Living," on pages 369 through 371 in the text. Then select four students to present a panel discussion. The topic for discussion should be "The Group or Me." One student should present potential advantages of individuality and isolation, such as:

- Self-sufficiency
- Independent decision making
- Little interference from community
- Freedom to follow own life style
- Independent thinking

Another student should present the potential disadvantages of individuality and isolation, such as:

- Fewer friends
- Lack of assistance when help is needed
- Personal responsibility for one's actions
- Development of selfish attitudes

Two other students should present the advantages and disadvantages of being a member of a group. Advantages could include:

- Identification as a member of a group
- Assistance from others when needed
- Learning to respect opinions and habits of others
- Concern not just for oneself but for the group—learning to compromise

Disadvantages could include:

- Need for conformity
- Possible lack of responsibility for personal acts and decisions
- An overdependence on others

After the panel expresses its opinions, lead a class discussion of the topic. Indicate that many people do not exactly fit into either category. You might ask such questions as the following:

- What examples can you think of, in our community, of each type of life style?

- Is either way completely right or wrong? Why?
- Where would you be more free to live as an individualist, in a city or in a small town? Why?
- Why should every community have a combination of people from both life styles?

*As a result of this activity each student should be able to write a short paper about which life style he would choose for himself and why.*

2. **To illustrate the contributions made by volunteer groups in the local community,** lead a class discussion about volunteer organizations by asking such questions as the following:

- What does the word *volunteer* mean?
- What are some reasons a person might give his time and energy without being paid?
- Do people of all social classes participate in volunteer organizations?
- Why are volunteer groups an essential part of the community?

Next, make a list on the chalkboard of community volunteer organizations. You might consult the Chamber of Commerce for a list of them. In some communities, they may also be listed in the classified telephone directory under "Social Service Organizations." Assign each student one organization to investigate. He should attempt to find out the following information:

- Purpose of organization
- History
- Membership requirements
- Number of members
- Current activities
- Method of operation

Have the students report on volunteer work to the class. A bulletin-board display could be made of this information.

*As a result of this activity the students should be able to identify the names and purposes of several volunteer groups in the community.*

3. **To illustrate the fact that a social pyramid exists in the United States today with poor, unskilled workers at its base and the upper class at its peak,** have the students complete exercise 27-C in their Problems Book.

4. **To illustrate the fact that members of some social classes have more opportunities available than do members of other classes,** have the students read "Class Structure," on pages 371 through 372 in the text. Then write on the chalkboard the following list of choices an individual or a family might have to make within any given year:

- Budget spending
- Change of job or seeking job
- A place to live
- Vacation activity for family
- Child's future activities (college, other post-high-school training, job)
- Retirement

Assign each of the topics to a group of three or four students and ask them to role-play the possible decisions that might be made by each of the following social classes: a very poor family on welfare; a blue-collar worker's family; an upper-middle-class family; a very wealthy family. After the role playing, summarize in discussion the differences in the range of choices available to the various classes.

*As a result of this activity the students should be able to list a number of limitations experienced by the lower classes.*

5. **To understand the local community and the social classes within it,** the students can recall, from their own knowledge and experiences, information about how the following things differ between social classes in their community:

- Section of town or city where group lives
- Type of housing
- Schools attended
- Type of clothing worn
- Places of employment

- Kinds of jobs held
- Type of food eaten
- Kinds of automobiles owned
- Social organization memberships
- Church affiliations
- Stores frequented
- Transportation used
- Recreational facilities available

Then lead a summary discussion on the differences in how these things apply to the four major social classes.

*As a result of this activity the students should be able to identify some major differences in life styles of the social classes in their community.*

6. **To understand the concept of “upward social mobility,”** the students should seek out success stories of prominent citizens of the community. If necessary, consult with the principal or parents for suggestions, or watch the local newspaper for articles spotlighting prominent citizens. (Do not limit examples to people who have become wealthy; include people respected for their achievements, such as a local politician, an educator, a sports figure, and so on.) Then ask the students to write brief biographies, if possible including an interview with the person. These can be compiled into a booklet or a display for the classroom.
- As a result of this activity the students should be able to define “upward social mobility” more clearly by citing specific examples.*

7. **To learn more about the poor in this country,** the students should read the first selection, “Where Are the Poor?” in Booklet 35 in the SSSK and “The Problems of Poverty,” on pages 372 through 374 in the text. Then invite a local welfare (public aid) worker to speak to the class. Ask the person to talk about the lives led by welfare recipients, including such topics as income, unemployment, ethnic composition, housing, family structure, and chance for economic

improvement. Have the students prepare specific questions such as the following to ask the speaker:

- What is the average allowance per meal for a person on welfare?
- How much money is an average welfare recipient given for clothing?
- How adequate is the medical treatment welfare recipients receive? If it is inadequate, why is this so?
- What kind of clients do you have? Are most of them single people, women with young children, old people, or persons who are disabled?

*As a result of this activity the students should be able to write a short paper entitled “Who Are the Poor and How Do They Live?”*

8. **To understand the importance of labor unions,** the students can review “Blue-Collar Class,” on page 372 in the text, and read the second selection, “Can Large Cities Serve a Free Society?” in Booklet 35 in the SSSK. Then invite a member of a local union to visit the class. Prior to his visit lead a class discussion about what a labor union is and the working conditions that prompted people to form labor unions. When the guest speaks to the class, he should be asked to include the following topics:
- Purpose of labor unions
  - Attempts by unions to improve the economic conditions of their members
  - Do American labor unions want to change the economic system? Why or why not? (*Many American workers believe that if they are organized, the economic system will give them an opportunity to get ahead.*)
- As a result of this activity the students should be able to write a brief essay about the goals of labor unions.*

9. **To illustrate the fact that other societies have had more rigid class structures than ours,** select a group of six or seven students to investigate *feudalism* in the Middle Ages and



report their findings to the class. Instruct them to look for information on the social-class structure, jobs performed by each class, relationships between members of these classes, and inequalities in the system. Ask the students to compare the feudal system with our own. The student committee should include definitions of the following terms in its report:

- Feudalism
- Serf
- Manor
- Vassal
- Fief
- Chivalry
- Lord
- Knight

*As a result of this activity the students should be able to identify the terms listed above.*

10. **As a follow-up to the preceding activity**, ask the students to review activity A-2 in Chapter 5 in terms of the types of class structures that exist in the three social systems described in the activity.

**Major Idea B:** During the past 200 years, considerable changes have come about in American family life.

1. **To illustrate the fact that the family remains the basis of our sociological system although urbanization and industrialization have changed its structure from that of two hundred years ago**, have the students complete exercise 27-B in their Problems Book.
2. **To illustrate some of the changes in family life over the past two hundred years**, have the students read "Family Life," on pages 374 through 375 in the text. Then have the students make family trees. (This activity should be used with great care where there are many children of divorced parents.) This can be a combined research and art activity. Have

students ask relatives for information about the preceding three generations of their families. They should ask particularly for the following:

- Size of each generation's families
- Residence of each family (in a town, a farm, or a city)
- Father's occupation
- Education of family members

After this information has been gathered, describe or illustrate a family tree on the board. Each student should then draw a simple family tree. When they have been completed, have the students fill in the information they gathered beneath the names of the appropriate family members. Then select several family trees and discuss with the students general differences between the three generations.

*As a result of this activity each student should be able to summarize, in paragraph form, some differences between the preceding three generations of his family.*

3. **To understand the desire of some people to live in large family groups**, the students should review "Group Living," on pages 369 through 371 in the text. Then lead a discussion on communal living. You may wish to have some students use encyclopedias and other references (see Bibliography) to research such communities as Brook Farm, New Harmony, and the Shaker communities. The students should then report to the class about why people joined such groups, whether the experiments were successful, and the reasons for their success or failure. Then lead a discussion on the current interest in communes by asking such questions as the following:
  - What is a *commune*?
  - What do you think might be the advantages and disadvantages of living in a commune?
  - Is there a relation between the change in family living over the past 200 years and the present interest in communal living?
  - Would your freedom be limited in a commune? Why?



- Could a commune be located in a city or town?
- How would day-to-day life in a commune differ from life in a family?

*As a result of this activity the students should be able to write a paragraph expressing their feelings on communal life.*

4. **As a follow-up activity**, you might wish to invite a member of a commune to speak to the students. He should explain why members of the commune chose to join it and what its problems are. (If possible he should bring with him a child, of the same age as the students, who is living in the commune.)

5. **To understand the changing roles of women in the family and society at large**, the students should look for pictures in current magazines and newspapers that show women who no longer work exclusively in the home. In a class discussion list on the chalkboard the types of homemaking jobs a woman traditionally did, and the way the jobs have been abolished or eased by technology. Have the students make a bulletin-board display that illustrates old and new ways of homemaking. Then lead a class discussion of why changes in technology have been important to women. Some thoughts for discussion of what the changes offer are:

- More time for a mother to spend with her children
- Less physical work
- Possibility of involvement in volunteer activities
- Opportunity to supplement the family income by working
- Opportunity to work to fulfill her own ambitions and utilize her education

The class may also invite mothers who are career women to speak. They can explain the satisfaction their work gives and explain how they coordinate work commitments and family responsibilities.

*As a result of this activity the students should be able to write a paragraph pointing out some major changes in women's roles and responsibilities at home and in society.*

**Major Idea C:** The American way of life has changed throughout the past 200 years and continues to change, in large part, as a result of changes in many of the values that govern behavior.

1. **To illustrate the fact that values have played an important role in the American system**, have the students complete exercise 27-A in the Problems Book.

2. **To understand the similarities and differences in the American value system today and that of 200 years ago**, the students can read "Changing Values," on pages 376 through 381 in the text. Then form two panels of three or four students each. One panel should present current values that are similar to those of 200 years ago. The other should present current values that differ from those of 200 years ago. The values of economic equality, ethnic equality, freedom, competition, success, progress, education, and utility should be discussed by the panels.

*As a result of this activity the students should be able to make a chart of the similarities and differences between today's values and those of 200 years ago.*

3. **To illustrate ways in which currently held values are reflected in the news media**, have the students collect stories from newspapers and newsmagazines. Remind the students that actions reflect values. Then write on the chalkboard the following headings:

"Human Actions and Decisions Promoting Equality, Freedom, Competition, Progress"

"Human Actions and Decisions Hindering Equality, Freedom, Competition, Progress"

Ask the students to bring into class any news articles that illustrate the headings. As each article is read, ask them which heading they think best describes the article and why.

*As a result of this activity the students should be able to list several ways in which our values concerning equality, freedom, competition, and progress are promoted or hindered.*

4. **To point out differences between the American way of life 200 years ago and that of today**, have each student select one of the following areas to illustrate:

- Education
- Success
- Competition
- Family living
- Work
- Communication

On one half of a large poster board, each student should draw his conception of his activity 200 years ago. On the remaining half, he should paste photographs of an activity involving the same area of daily life today. (For example, a man chopping trees to clear a forest might be contrasted with a photograph of a tractor uprooting trees.) The posters should be displayed and then discussed by the class.

*As a result of this activity the students should be able to list several differences between the life styles of the present and those of two hundred years ago.*

5. **To understand that young people have accepted some of their parents' values but are also forming some of their own**, review with the students the meaning of the word *value*. Then suggest that some students review this chapter and earlier sections in the book dealing with values as, for example, the Puritan values described in Chapter 3. Next lead a class discussion about your students' values. Ask such questions as the following:

- What do you expect a president to do for the nation?
- Would you approve of higher taxes to help the poor? Why or why not?
- Do you feel there should be greater equality of opportunity in this country?
- How do you think greater equality of opportunity should be promoted?
- If you were president, would you want every citizen to have a minimum income? Why or why not?

- If you were president, would you want everyone to have the same income?
- What would you do about people who discriminate against ethnic groups?
- Do you think people should lead simple lives or do you think they should spend money on second cars, boats, and vacation homes?

*As a result of this activity the students should be able to make a list of some of their values.*

6. **To show how differences in education result from changing values and a changing way of life**, have the students review "Education," on pages 379 through 381 in the text. Then lead a class discussion on the purposes of education in the original New England colonies. Compare them with present educational purposes. Also compare the types of work people did then and now. Ask the students such questions as the following:

- Why is a good education considered more essential for the average man than it was 200 years ago?
- Why is it more important today that a person be able to read than it was 200 years ago?
- How does your schooling differ from that of your grandparents?
- What information do you learn in school that was not known two hundred years ago?
- If children in school are taught to think for themselves, will it affect their relationship with their parents? Would this have happened in Puritan schools?
- How has your education affected your values?

*As a result of this activity the students should be able to list several differences between education today and education 200 years ago.*

7. **To understand how television changes our value system**, ask the students to record all television programs they watch during a one-week period. They should list names and types

of programs as well as places other than their own community that are featured. Encourage the students to watch one news program each day. They should keep track daily of the most important new information they learn. Some may wish to keep track of this information on maps of the United States and the world, or to extend the activity for longer than a week. At the end of the week, compile a list on the chalkboard of all of the places in the United States and other countries about which the students learned. Then lead a discussion about how seeing these places and learning about them might change the students' attitudes.

*As a result of this activity the students should be able to write a paragraph on one place or group of people they learned about via television.*

**Summary:** The positions and roles individuals fill in society today are vastly different than they were 200 years ago and are, in many ways, truer reflections of the basic American ideas of freedom, equality, and the individual's right to be judged by his actions rather than his class status at birth.

**To summarize this chapter on how people behave now,** have the students turn to page 381 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. Why is individualism not rewarded as greatly today as it once was? (*In big business and government people are needed who can work cooperatively rather than acting on their own.*)
2. Describe the four main social classes in America today. (*Students should briefly describe the upper, middle, blue-collar, and poor classes.*)
3. What are some of the causes of poverty in America today? (*Many poor people cannot afford training for better jobs; some feel trapped in poverty and have lost hope of escaping it; rising costs hurt people in low-paying jobs; some people are too old or too sick to work; in some regions, there are few jobs available; minority groups are often discriminated against.*)
4. How are families today different from families 200 years ago? (*Families today are younger, smaller, richer, more urban, and more democratic.*)
5. What was the "melting pot" idea? Why did it not work? How is it changing? (*It was the idea that the languages, customs, and beliefs of all ethnic groups would "melt" into one way of life in America. It did not work mainly because the white Protestant majority refused to accept the ways of many minority groups. Today, many people feel that different ethnic groups should keep their special cultures while existing side by side.*)

## CHAPTER 28: The Social System in the Year 2000

*Theme:* The future will bring about many changes in the political, economic, and cultural systems.

### ACTIVITIES

#### Student Text

*How People Will Be Governed* pp. 389-393 pp. 268-269/1  
*How People Will Make Their Living* pp. 393-397 pp. 269-270/5  
*How People Will Live* pp. 397-404 p. 270/7  
*Test Yourself - answers* p. 404 p. 271/Summary

#### Problems Book

*Work and Leisure in the Year 2000* p. 63 p. 269/4

#### SSSK

*How Does One Avoid Being a Number?* Booklet 36 pp. 268-269/1  
*The Social System in the Year 2000* Booklet 36 p. 270/6

#### Teacher's Resource Guide

Poem: *The Unknown Citizen* pp. 268-269/1  
Mock congressional hearing: Technological advances challenge the U.S. Constitution  
p. 269/2  
Research: Investigate role of city planning for the future p. 269/3  
Skits: Possible changes in our economic system by the year 2000 pp. 269-270/5  
Suggestions: Improving man's life in the future pp. 270-271/8

## CHAPTER 28

### Statement to the Teacher

One of the risks in teaching the social sciences today is that many of the ideas communicated in the classroom quickly go out of date. Educational institutions must adjust to the rapid changes taking place in science and technology—changes that challenge the conventional social science curriculum. You should encourage the students to expect more and more changes and to dream about the world they would like to live in.

Your students have learned this year that the people of the United States are in general problem-oriented—that they do not usually think in terms of dogma, that they can size up problems and are willing to work to solve them. Because of advances in technology, including the development of the computer, people today are better able to assess present problems accurately and to anticipate future ones. Through this combination of pragmatic philosophy and technological know-how, your students might someday help to build a world that more closely patterns the ideals expressed in the Declaration of Independence.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , “How People Will Be Governed” . . . . .	<b>1</b>
	<b>SSSK</b> , “How Does One Avoid Being a Number?” . .	<b>1</b>
2.	<b>TRG</b> , mock congressional hearings . . . . .	<b>2</b>
3.	<b>PB</b> , “Work and Leisure in the Year 2000” . . . . .	<b>4</b>
4.	<b>Text</b> , “How People Will Make Their Living” . . . . .	<b>5</b>
5.	<b>SSSK</b> , <i>The Social System in 2000</i> . . . . .	<b>6</b>
6.	<b>Text</b> , “How People Will Live” . . . . .	<b>7</b>
	<b>TRG</b> , suggestions . . . . .	<b>8</b>
7.	<b>Text</b> , “Test Yourself” . . . . .	<b>Summary</b>

### Vocabulary

automation  
closed system  
computer  
global village  
hobby  
leisure  
megalopolis  
privacy  
public welfare

recycle  
scientist  
political  
social  
social planning  
standard of living  
synthetic  
United Nations

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### ACTIVITIES

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**Theme:** The future will bring about many changes in the political, economic, social, and cultural systems.

1. To illustrate the fact that by the year 2000 government might control the lives of its citizens, have the students read “How People Will Be Governed,” on pages 389 through 393 in the text and “How Does One Avoid Being a Number?” in the first selection of Booklet 36 in the SSSK. Then read the following poem aloud:

“The Unknown Citizen”  
by W. H. Auden

To JS/07/M/378  
This Marble Monument  
Is Erected by the State

He was found by the Bureau of Statistics to be  
One against whom there was no official complaint,  
And all the reports on his conduct agree  
That, in the modern sense of an old-fashioned word, he  
was a saint.

For in everything he did he served the Greater Community.  
Except for the War till the day he retired  
He worked in a factory and never got fired,  
But satisfied his employers, Fudge Motors Inc.  
Yet he wasn't a scab or odd in his views,  
For his Union reports that he paid his dues,  
(Our report on his Union shows it was sound)  
And our Social Psychology workers found  
That he was popular with his mates and liked a drink.  
The Press are convinced that he bought a paper every day  
And that his reactions to advertisements were normal in  
every way.

Policies taken out in his name prove that he was fully  
insured,

And his Health-card shows he was once in hospital but left  
it cured.

Both Producers Research and High-Grade Living declare  
He was fully sensible to the advantages of the Installment  
Plan

And had everything necessary to the Modern Man,  
A phonograph, a radio, a car and a frigidaire.

Our researchers into Public Opinion are content  
That he held the proper opinions for the time of year;  
When there was peace, he was for peace; when there was  
war, he went.

He was married and added five children to the population,  
Which our Eugenist says was the right number for a parent  
of his generation,

And our teachers report that he never interfered with  
their education.

Was he free? Was he happy? The question is absurd:  
Had anything been wrong, we should certainly have heard.

Then select several students, each of whom should pay close attention to one of the following as you reread the poem: “hero’s” name, type of work and union membership, friendships, health, relation to the press, purchasing power and

methods of purchase, political opinions, and family. Have these students discuss each aspect of life in relation to *JS/07/M/378* in particular, and in relation to life in the year 2000 in general. For example, *JS/07/M/378* had no name: in the year 2000 possibly no one will have a name and possibly everyone will be known by his serial number. Then ask the following questions:

- Many facts are told about this man. Do you feel that you know him well?
- Do you think that *JS/07/M/378* was truly free? Why or why not?
- Do you think he was happy? Why or why not?
- Would you like to live in a society that knows as much about you as this one does about *JS/07/M/378*?
- What technological and scientific inventions could make such a society a reality?
- How does such a society limit man's freedom?

*As a result of this activity the students should be able to write a paragraph in which they answer the two questions posed in the next-to-last line of the poem.*

**2. To illustrate how changes in science and technology are challenging the U.S. Constitution,** divide the students into five committees to conduct mock congressional hearings on the following topics:

- Does possession of computer-stored information about an individual violate his right to privacy? Why or why not? If so, how?
- Do the large, long-range defense expenditures and government contracts with businesses limit the power of the people? Why or why not? If so, how?
- Has the increasing use of expert opinions by the president undermined the ability of Congress to check executive power? Why or why not? If so, how?
- Do measures to stop pollution of water, air, and land violate the Constitutional rights of individuals (including owners of businesses)? Why or why not? If so, how?

- Does the transplant of human organs violate the Constitutional rights of some individuals? Why or why not? If so, how?

In preparing their reports, the committees should theorize about how their problems could be solved without violating fundamental human rights.

*As a result of this activity the students should be able to list several ways in which new laws or technological advances might result in violations of the Constitution.*

**3. To demonstrate how cities are planning for future change,** assign several committees to write to their city (or community) planning department to investigate how their own city or town is planning for such things as the following:

- Consolidation of governments (and political power)
- Solution of problems such as pollution and methods of waste disposal
- Advent of new transportation systems
- Variations in the educational system
- Changes in land use

Have the committees report their findings to the rest of the class. Then discuss with the students whether they think the plans are adequate for meeting the city's future needs. Ask them to suggest additional ways in which their city or town could plan for future needs.

*As a result of this activity the students should be able to list several ways in which their own city or town is planning for the future.*

**4. To understand that although the population will have greatly increased by the year 2000 people will work less and have more time for leisure,** the students should complete exercise 28-A in their Problems Book.

**5. To understand some of the major changes that specialists predict will occur in our economic system,** the students can read "How People Will Make Their Living," on pages 393

through 397 in the text. Then divide the class into eight groups. Write each of the following topics on a piece of paper and distribute one topic to each group:

- Higher standard of living
- Guaranteed income
- Giant companies
- Consumer protection
- Disappearing resources
- Greater pollution
- Increased automation
- Have and have-not nations

The groups should not disclose to each other what their topics are. Each group should meet and develop a short skit, either with dialogue or in mime, that illustrates its topic in the year 2000. One at a time the groups should present their skits to the rest of the class. As each skit is concluded have the students guess which topic was depicted. Then lead a brief discussion about that topic.

*As a result of this activity each student should be able to write a short story centered on one of the above topics.*

- 6. To demonstrate the importance of thinking about future changes,** have the students review "Increased Automation," on pages 395 through 397 in the text and Booklet 36, *The Social System in 2000*, in the SSSK. Ask them to imagine what kinds of machines and appliances might be used in the year 2000. For example, ask them what automobiles and refrigerators might be like then. Then have them invent machines or appliances of the future and draw pictures of their inventions. Have each student show his drawing to the rest of the class and explain its purpose. Use the following questions as a guide for class discussion:

- Would it be possible to build this machine or appliance by the year 2000?
- Why might it be possible?
- How might this invention affect the social system of the year 2000?

- How might this invention help man?
- In what ways might this invention harm man?

*As a result of this activity the students should be able to list several new inventions that might change the quality of life in the year 2000.*

- 7. To demonstrate some of the cultural changes that might take place by the year 2000,** have the students read "How People Will Live," on pages 397 through 404 in the text. Then select several students to represent newspaper or magazine reporters and several to represent families in the year 2000. Help the reporters develop such questions as the following to ask the families:

- How many members are there in your family?
- What kind of work do you do? What kind of work do the other members of your family do?
- What is your homelife like? Who does the cooking, shopping, and so on for the family?
- Do you live with other families?
- Are you active in politics? How?
- What do you expect out of life?

After the interviews, discuss with the students how family life of the future might differ from family life now.

*As a result of this activity the students should be able to list several possible characteristics of families of the future.*

- 8. To understand the nature and scope of future political, economic, social, and cultural changes,** the students should review Chapter 28. They should pretend that they have come to earth from a more advanced planet (the classroom could represent their spaceship) and are free to make whatever changes they think are necessary to improve man's condition on earth. They should write their suggestions on slips of paper. (Their suggestions should deal with how people govern themselves, how they use their resources, how they get along with one another, and so on.) Collect the slips of paper and list the suggested changes on the

chalkboard, classifying them as political, economic, social, or cultural. The students should then discuss as many of the changes as possible. Their discussion should answer such questions as the following:

- How would each change affect life in the future?
- Could the change be made within the next ten to twenty years?
- How would the change benefit people?
- What new problems might be created if the change were made?

*As a result of this activity the students should be able to list several important changes that could help improve life in the future.*

**Summary:** The changes that will occur in our way of life will result in a better life for all Americans only if resolutions to problems are pursued as the problems appear and great care is taken to maintain the basic premise of the individual's right to life, liberty, and the pursuit of happiness.

**To summarize this chapter on the social system in the year 2000,** have the students turn to page 404 in the text and answer the questions under the heading "Test Yourself." Student responses should include the following:

1. Why do experts feel that the federal government will have more power in the future? (*Many problems that the separate states are now responsible for handling are really national problems.*)
2. What are some ideas on how to govern the megalopolises of the future? Which do you think is best? Why? (*The states and cities as they exist today should work together to govern megalopolises; new regional governments should be created; the authority should be given to the federal government. Allow free discussion as to which of these ideas is best.*)
3. Why may consumers need even more protection in the future than today? (*The power of large companies is growing; goods and services are becoming more numerous and more complicated; protection from misleading advertising will still be necessary.*)
4. What are some ways to help stretch our natural resources to meet the needs of the growing population? (*Recycling; developing new materials; developing new energy resources.*)
5. What are some reasons for slowing down population growth? (*To prevent hunger and disease from spreading in poor nations; to improve the standard of living in both rich and poor nations.*)

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